



On-Campus Course Syllabus

CSL 630

Practicum I

Fall 2020

Class Information

Day and Time: Mondays 4:45 to 7:15pm

Room Number: TBD, based on social distancing

Contact Information

Instructor Name: Steve Hunter

Instructor Email: shunter@criswell.edu

Instructor Phone: 214-818-1371

Instructor Office Hours: Tuesdays 8:30 to 10:30am; Thursdays 11 to 1pm, Appointments can be conducted using virtual video platform or phone

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 the 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. Additional CACREP standards are included below:

1.	Practicum Experience	Fail	Incomplete	Pass
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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,	G2b				

	and sensitivity to client autonomy and self-determination.					
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*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. (2015). *Practicum and internship: Textbook and resource guide for counseling and psychotherapy* (5th Ed.). New York, NY: Routledge. ISBN: 9781138796515

Teyber, E., & McClure, F. (2011). *Interpersonal process in therapy: An integrative model*. Belmont, CA: 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. TDSHS webpage: [http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=5&ti=22&pt=30&ch=681&sch=C&rl=Y](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=5&ti=22&pt=30&ch=681&sch=C&rl=Y)
- 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

The grades for the course will be determined by the student's performance and/or meeting the requirements in the following areas:

- **NOTE:** All students must have the following within the first two weeks of the course:
 - **Malpractice Insurance** obtained through a reputable organization providing Liability Insurance for Professional Counselors and Counselors-in-Training and/or through a professional counseling organization that provides Liability Insurance as part of membership, i.e., ACA or TCA.
 - **A chosen practicum site** – If the student does not have a practicum site within the first two weeks of class with all required and signed documentation, you are better off dropping the course and retaking it at a later time. Completion of the 150 hours is an absolute must in order to pass the course.
1. Twenty percent (20%) of the student's grade will consist of six Summary Outlines for each of the following chapters from the two textbooks assigned for class: 1) Teyber, E., & McClure, F.H. (2006). *Interpersonal process in therapy: An integrative model*; and Scott, J., Boylan, J., & Jungers, C. (2009). *Practicum & internship*. The Chapters from each textbook are listed below:
 - Teyber Chapter 1: Interpersonal Process Approach
 - Teyber Chapter 2: Establishing a Working Alliance
 - Teyber Chapter 3: Client Resistance
 - Teyber Chapter 4: Internal Focus for Change

- Scott & Boylan Chapter 4: Assessment and Case Conceptualization
 - Scott & Boylan Chapter 5: Goal Setting, Treatment Planning, and Treatment Modalities
2. Forty percent (40%) of the student's semester grade will depend on 4 video-taped counseling sessions. These will be presented in class along with the associated case conceptualization written assignment for each video-taped session. The case conceptualization will be due to the professor before the class presentation. Additional video tape presentation instructions include:
- Presentations are to include a 15 to 20-minute **continuous** video of the session, a brief description of client's presenting problem, history, treatment plan, and counselor's theoretical approach to therapy. **Note: Agency permission for videotaping must be secured prior to practicum placement. No exceptions will be made. In addition,** the counselor must obtain permission from the client in order to videotape a counseling session.
 - The practicum student will offer a typed transcription of the session to the professor prior to the presentation.
 - At the end of the presentation, the student should make notes concerning what he or she has learned through feedback from the class and professor. A copy of these notes should be provided to the professor at the next meeting.
3. Twenty percent (20%) of the student's semester grade will depend upon the 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 eight to ten pages according to the APA Style Format. The student will then be required to present on the topic for approximately 35 to 45 minutes plus a time for questions. On the assigned date of the presentation, the student will provide a handout for each member of the class and submit an electronic version of the presentation to the professor before his or her presentation. When writing and organizing the paper, the student will create and maintain a basic structure according to APA style. The following is a link to provide important details regarding APA style and format, and a sample paper:

<https://owl.english.purdue.edu/owl/resource/560/01/>

In addition, the following rubric will be used to evaluate the Research/Presentation assignment:

- Introduction: ____ (10 pts.) Does the paper have a clear introduction? For example, does the paper address current statistics, current events, and current research regarding the topic in order to appropriately introduce and grab the reader's attention?
- Body of the Text: ____ (20 pts.) Does the paper address the most important dimensions and key concepts regarding the topic? Does the research related to the key dimensions and issues include both recent books and reputable journal articles related to counseling and/or psychology? Are the sources cited according to APA style throughout the body of the paper? Are the sources cited according to APA style in the Reference section of the paper? Are the

writer's thoughts clear and easy to follow throughout the body of the paper with clear transition sentences?

- Case Study ____ (20 Pts.) Does the case study protect the confidentiality, first and foremost? Does the case study apply the research contained in the body of the paper? Does the case study contain a DSM V diagnosis? Does the writer include detailed considerations and steps to deal with the ethical dilemma?
 - Conclusion: ____ (15%) Does the conclusion summarize the key insights and principles? Does the paper have a conclusion that addresses the main implications and applications for mental health providers?
 - Grammar and Style ____ (15 Pts.) Are the sentences complete as opposed to fragmented sentences? Are there few grammatical and spelling mistakes? Is there a title page, abstract, and reference page? Is the paper typed in Times New Roman, Size 12 font, with 1-inch margins on the sides and 1 inch margins on the top and bottom? Are the pages numbered? Is the paper according to APA style?
 - Presentation: ____ (20 Pts.) Does the presentation cover the main points of the topic in an interesting and engaging way? Does the student use PowerPoint effectively to emphasize the main points? Did the student provide a handout to the professor and other students at the time of the presentation? Did the student begin and end the presentation in a timely fashion?
4. Twenty percent (20%) of the student's grade will depend upon class attendance and class participation, and professionalism, completion of reading assignments, maintenance of signed documents and paperwork, and the compilation of a "Practicum I Portfolio" containing copies of all documentation, completed assignments, and weekly journals to be kept throughout the duration of the semester and turned in on the last day of class.

Hours

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

- Approximately 40 hours of class time CLS 630 Practicum I
- A minimum of 15 hours of agency supervision (1 hour each week)
- A minimum of 50 hours of direct client contact (individual, marriage/family group counseling experience)
- Approximately 50 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 Portfolio" at the end of the semester including such things as:
 - Copies of all Practicum I required and signed documentation
 - Case Conceptualizations for the 3 required video tapes and feedback
 - Other information/documentation (may include peer evaluation, supervisee's evaluation/feedback of supervision/site experience, professional plan for future

development)

- Weekly journal entries
- Summaries of Continuing Education, Conferences, and Sessions, and
- Research Paper including handouts, worksheets, and PowerPoint presentation.
- A personal reflection paper of at least 5 pages including progress made during the course, points of self-discovery for follow up, areas needing further development and improvement, etc. This paper should be an in-depth look at strengths and challenges faced by the student, including the following:
 - Describe your site, types of counseling, types of clients, etc.
 - Describe your greatest highlights, accomplishments, areas of growth.
 - Describe your biggest challenges, failures, struggles, etc.
 - Identify the top five lessons you learned from supervision and how this has impacted your counseling in practice, and you personally.
 - Describe the greatest lessons you learned from your clients and why?
 - Describe how you are developing as a professional counselor?
 - What are the greatest lessons you have learned from your fellow students and professor?
 - What now as you look ahead to Practicum II?

Course/Classroom Policies and Information

This course employs a flipped classroom model. This means that time between classes is spent acquiring important knowledge, through reading the textbook and viewing videos and lectures provided online. Time during class is spent applying knowledge through discussion and activities. The flipped classroom model requires students to remain current with all reading in order to meaningfully participate.

This is a hybrid course, meaning that half of class meetings will occur live, while half of meetings will occur online using asynchronous learning. Assignments may be completed early, but any assignment turned in after the due date will be given a "0" grade. No extra credit assignments or make-up assignments will be provided for this course. For this reason, students are advised to work on assignments early each week, rather than waiting until the last minute to complete tasks.

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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour

B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

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 instructor, 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 Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at studenttechsupport@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 the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Week	Date	Assigned Reading	In-Class Topic	Assignments Due
1	8/17	Syllabus/Practicum I Manual	Introduction, Documents, Syllabus and Practicum I Manual/Assignment of Video Tape Presentations and Dates	Liability insurance, Site Application, and Supervisor Application In Class
2	8/24	Teyber Chapter 1	Interpersonal Process Approach	Chapter 1 Reading Case Management
3	8/31	Teyber Chapter 2	Establishing a Working Alliance	Chapter 2 Reading Case Management
4	9/7	Teyber Chapter 3	Client Resistance	Chapter 3 Reading Case Management
5	9/14	Video Tape 1 Due Case Conceptualization	Video Tape 1 Due Case Conceptualization	Video Tape 1 Due Case Conceptualization In class
6	9/21	Teyber Chapter 4	Internal Focus for Change	Chapter 4 Reading Case Management DTS Field Trip
7	9/28	SBJ Chapter 3	Working with Clients	SBJ Chapter 3 Reading Case Management
8	10/5	SBJ Chapter 4	Assessment & Case Conceptualization	SBJ Chapter 4 Reading Case Management
9	10/12	Video Tape 2 Due Case Conceptualization	Video Tape 2 Due Case Conceptualization	Video Tape 2 Due Case Conceptualization In class
10	10/19	SBJ Chapter 5	Goal Setting, Treatment Planning	SBJ Chapter 5 Reading Case Management
11	10/26	SBJ Chapter 8 and 9	Ethical and Legal Issues	SBJ Chapter 8 and 9 Reading Case Management
12	11/2	Video Tape 3 Due Case Conceptualization	Video Tape 3 Due Case Conceptualization	Video Tape 3 Due Case Conceptualization In class
13	11/9	Research and Writing Day	Research and Writing Day	Research and Writing Day

14	11/16	Video Tape 4 Due Case Conceptualization	Video Tape 4 Due Case Conceptualization	Video Tape 4 Due Case Conceptualization In class
15	11/23	Thanksgiving Break	Thanksgiving Break	Thanksgiving Break
16	11/30	Research Papers Due Student Presentations	Research Papers Due Student Presentations	Research Papers Due Student Presentations
17	12/7	Practicum Portfolio Due	Practicum Portfolio Due	Practicum Portfolio Due

Selected Bibliography

- Cameron, S., Turtle-Song, I. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling and Development*, 80, 286-292.
- Carlat, Daniel J. (2004). *The psychiatric interview* (2nd edition). Philadelphia, PA: Lippincott, Williams & Wilkins:
- Ebert, M. H., Loosen, P. T., & Nurcombe, B. (2000). *Current diagnosis and treatment and psychiatry*. New York: McGraw-Hill.
- Morrison, J. (2007). *Diagnosis made easier: Principles and techniques for mental health clinicians*. New York, NY: Guilford Press.
- Morrison, J. (2008). *The first interview*. New York, NY: Guilford Press.
- Okun, B. F. (2002). *Effective helping: Interviewing and counseling techniques* (6th ed.). New York: Brooks/Cole Publishing Company.
- Othmer, E., & Othmer, S. (2003). *The clinical interview: Using DSM-IV(TR). Vol 1, Fundamentals*. Washington DC: American Psychiatric Association.
- Pomeroy, E., & Wambach, K. (2003). *The clinical assessment workbook: Balancing strengths and differential diagnosis*. Pacific Grove, CA: Brooks/Cole Thomson Learning.
- Paniagua, F. A. (2001). *Diagnosis in a multicultural context: A case book for mental health professionals*. Thousand Oaks, CA: Sage.
- Seligman, L. (2004). *Technical and conceptual skills for mental health professionals*. New Jersey: Pearson Education.
- Seligman, L., & Reichenberg, L. W. (2012). *Selecting effective treatments: A comprehensive, systematic guide for treating mental disorders* (4th. ed). San Francisco, CA: Jossey-Bass.
- Shea, S. C. (1998). *Psychiatric interviewing: The art of understanding for psychiatrists, psychologists, counselors, social workers, nurses, and other mental health professionals* (2nd ed.). Philadelphia, PA: Saunders.
- Welfel, E. R., & Ingersoll, R.E. (Eds.). (2003). *The mental health desk reference*. New York: John Wiley & Son Inc.
- Whiston, S. C. (2000). *Principles and application of assessment in counseling*. Belmont, CA: Thomson Learning.

Zuckerman, E. L. (2000). *Clinician's thesaurus: The guidebook for writing psychological reports*. (5th ed.). New York: Guilford Press.

Zuckerman, E. L. (2010). *Conducting interview and writing psychological reports* (7th ed.). New York, NY: Guilford Press.



On-Campus Course Syllabus

ADDENDUM FOR FA-20

CSL 630 L00.A

Practicum I

In the event that Criswell College has to close the campus to on-campus classes in during the FA-20 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. Notes and changes to the information in syllabus are highlighted. Information that is no longer relevant is indicated with a ~~strike through the font~~ and *replacement or new information is placed in italics*.

Course Requirements and Assignments

The grades for the course will be determined by the student's performance and/or meeting the requirements in the following areas:

- **NOTE:** All students must have the following within the first two weeks of the course:
 - **Malpractice Insurance** obtained through a reputable organization providing Liability Insurance for Professional Counselors and Counselors-in-Training and/or through a professional counseling organization that provides Liability Insurance as part of membership, i.e., ACA or TCA.
 - **A chosen practicum site** – If the student does not have a practicum site within the first two weeks of class with all required and signed documentation, you are better off dropping the course and retaking it at a later time. Completion of the 150 hours is an absolute must in order to pass the course. **No change to this requirement.**
- 5. Twenty percent (20%) of the student's grade will consist of six Summary Outlines for each of the following chapters from the two textbooks assigned for class: 1) Teyber, E., & McClure, F.H. (2006). *Interpersonal process in therapy: An integrative model*; and Scott, J., Boylan, J., & Jungers, C. (2009). *Practicum & internship*. The Chapters from each textbook are listed below:
 - Teyber Chapter 1: Interpersonal Process Approach
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 - Teyber Chapter 3: Client Resistance
 - Teyber Chapter 4: Internal Focus for Change
 - Scott & Boylan Chapter 4: Assessment and Case Conceptualization
 - Scott & Boylan Chapter 5: Goal Setting, Treatment Planning, and Treatment Modalities**No change to this requirement**
- 6. Forty percent (40%) of the student's semester grade will depend on 4 video-taped counseling sessions. These will be presented in class along with the associated case conceptualization written assignment for

each video-taped session. The case conceptualization will be due to the professor before the class presentation. Additional video tape presentation instructions include:

- Presentations are to include a 15 to 20-minute **continuous** video of the session, a brief description of client's presenting problem, history, treatment plan, and counselor's theoretical approach to therapy. **Note: Agency permission for videotaping must be secured prior to practicum placement. No exceptions will be made. In addition,** the counselor must obtain permission from the client in order to videotape a counseling session.
- The practicum student will offer a typed transcription of the session to the professor prior to the presentation.
- At the end of the presentation, the student should make notes concerning what he or she has learned through feedback from the class and professor. A copy of these notes should be provided to the professor at the next meeting. **No change to this requirement**

7. Twenty percent (20%) of the student's semester grade will depend upon the 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 eight to ten pages according to the APA Style Format. The student will then be required to present on the topic for approximately 35 to 45 minutes plus a time for questions. On the assigned date of the presentation, the student will provide a handout for each member of the class and submit an electronic version of the presentation to the professor before his or her presentation. When writing and organizing the paper, the student will create and maintain a basic structure according to APA style. The following is a link to provide important details regarding APA style and format, and a sample paper:

<https://owl.english.purdue.edu/owl/resource/560/01/>

In addition, the following rubric will be used to evaluate the Research/Presentation assignment:

- Introduction: ____ (10 pts.) Does the paper have a clear introduction? For example, does the paper address current statistics, current events, and current research regarding the topic in order to appropriately introduce and grab the reader's attention?
- Body of the Text: ____ (20 pts.) Does the paper address the most important dimensions and key concepts regarding the topic? Does the research related to the key dimensions and issues include both recent books and reputable journal articles related to counseling and/or psychology? Are the sources cited according to APA style throughout the body of the paper? Are the sources cited according to APA style in the Reference section of the paper? Are the writer's thoughts clear and easy to follow throughout the body of the paper with clear transition sentences?
- Case Study ____ (20 Pts.) Does the case study protect the confidentiality, first and foremost? Does the case study apply the research contained in the body of the paper? Does the case study

contain a DSM V diagnosis? Does the writer include detailed considerations and steps to deal with the ethical dilemma?

- Conclusion: _____ (15%) Does the conclusion summarize the key insights and principles? Does the paper have a conclusion that addresses the main implications and applications for mental health providers?
- Grammar and Style _____ (15 Pts.) Are the sentences complete as opposed to fragmented sentences? Are there few grammatical and spelling mistakes? Is there a title page, abstract, and reference page? Is the paper typed in Times New Roman, Size 12 font, with 1-inch margins on the sides and 1 inch margins on the top and bottom? Are the pages numbered? Is the paper according to APA style?
- Presentation: _____ (20 Pts.) Does the presentation cover the main points of the topic in an interesting and engaging way? Does the student use PowerPoint effectively to emphasize the main points? Did the student provide a handout to the professor and other students at the time of the presentation? Did the student begin and end the presentation in a timely fashion? **No change to this requirement**

8. Twenty percent (20%) of the student's grade will depend upon class attendance and class participation, and professionalism, completion of reading assignments, maintenance of signed documents and paperwork, and the compilation of a "Practicum I Portfolio" containing copies of all documentation, completed assignments, and weekly journals to be kept throughout the duration of the semester and turned in on the last day of class.

Hours

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

- Approximately 40 hours of class time CLS 630 Practicum I
- A minimum of 15 hours of agency supervision (1 hour each week)
- A minimum of 50 hours of direct client contact (individual, marriage/family group counseling experience)
- Approximately 50 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 Portfolio" at the end of the semester including such things as:
 - Copies of all Practicum I required and signed documentation
 - Case Conceptualizations for the 3 required video tapes and feedback
 - Other information/documentation (may include peer evaluation, supervisee's evaluation/feedback of supervision/site experience, professional plan for future development)
 - Weekly journal entries
 - Summaries of Continuing Education, Conferences, and Sessions, and

- Research Paper including handouts, worksheets, and PowerPoint presentation.
- A personal reflection paper of at least 5 pages including progress made during the course, points of self-discovery for follow up, areas needing further development and improvement, etc. This paper should be an in-depth look at strengths and challenges faced by the student, including the following:
 - Describe your site, types of counseling, types of clients, etc.
 - Describe your greatest highlights, accomplishments, areas of growth.
 - Describe your biggest challenges, failures, struggles, etc.
 - Identify the top five lessons you learned from supervision and how this has impacted your counseling in practice, and you personally.
 - Describe the greatest lessons you learned from your clients and why?
 - Describe how you are developing as a professional counselor?
 - What are the greatest lessons you have learned from your fellow students and professor?
 - What now as you look ahead to Practicum II? **No change to this requirement**

Remote Class Sessions: Identity and Participation Verification

In the event that Criswell College has to close the campus to on-campus classes in during the FA-20 semester, synchronous learning will be required. Students will be required to verify their identity and their ongoing participation through completing all requirements for the course in a timely fashion. Students will be required to participate in weekly Discussion Boards posted in CANVAS each Monday morning. All Discussion Board requirements must be completed by Friday midnight of each week. Finally, will be required to attend and participate in regular ZOOM Meetings. Students will be required to turn on their video at the beginning until the end of each of ZOOM session.