



On-Campus Course Syllabus

CSL 630 L00.A

Practicum II

Spring 2021

Class Information

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

Room Number: E204

Contact Information

Instructor Name: Steve Hunter

Instructor Email: shunter@criswell.edu

Instructor Phone: 214-818-1371

Instructor Office Hours: Tuesdays/Wednesdays 12 to 2pm, Appointments can be conducted using virtual video platform or phone

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.

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

Recommended Reading

- American Counseling Association. (2005). Code of Ethics. Online resource:
<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>.
- Dattilio, F. (2010), *Cognitive-behavioral therapy with couples and families: A comprehensive guide for clinicians*. New York, NY: Guilford Press. ISBN 9781462514168
- Goldenberg, H., & Goldenberg, I. (2013). *Family therapy: An overview* (9th ed.). Belmont, CA: Brooks/Cole. ISBN: 9781111828806
- Purdue's APA guide: <http://owl.english.purdue.edu/owl/resource/560/01/>.
- 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&rly](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=5&ti=22&pt=30&ch=681&sch=C&rly)
- The National Board for Certified Counselors. (2014). The National Counselor Examination for Licensure and Certification. Online resource, <http://www.nbcc.org/nce>.
- Patterson, J., Williams, L., Edwards, T., Chamow, L., Grounds, C. (2009). *Essential skills in family therapy: From the first interview to termination*. (3rd ed.). New York, NY: Guilford Press. ISBN: 9781606233054
- Rosenthal, H. (2017). *The encyclopedia of counseling* (4th Ed.) NCE Study Guide.

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. Forty percent (40%) of the student's semester grade will depend on 4 video-taped counseling sessions. Two out of the four videos will be Marriage and Family counseling oriented and one out of the four videos will be group counseling oriented. Video tapes 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 percent (30%) of the student's grade will depend upon further research, study, continuing education in the student's specific area of interest, i.e., Marriage and Family Counseling, Trauma, Play Therapy, etc. Research will include books, journal articles, Continuing Education courses, seminars, or conferences, etc. 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

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	1/18	Martin Luther King Jr. Day	Holiday	Holiday
2	1/25	Syllabus	Introduction, Documents, Syllabus and Practicum II Assignment of Video Tape Presentations and Dates	Liability insurance, Site Application, and Supervisor Application In Class
3	2/1	Lecture 1 Notes (G and G Chapter 1)	Developing a Family Relationship Framework	Lecture 1 Notes Case Management ZOOM
4	2/8	Lecture 2 Notes (G and G Chapter 2)	The Family Developmental Life Cycle	Lecture 2 Notes Case Management ZOOM
5	2/15	Video Tape 1 Due Case Conceptualization	Video Tape 1 Due Case Conceptualization	Video Tape 1 Due Case Conceptualization In class
6	2/22	Teyber Chapter 6 Lecture 3 Notes	Attachment Theory and Parenting (Part 1)	Lecture 3 Notes Teyber Chapter 6 Case Management ZOOM
7	3/1	Teyber Chapter 6 Lecture 3 Notes	Attachment Theory and Parenting (Part 2)	Lecture 3 Notes Teyber Chapter 6 Case Management ZOOM

8	3/8	Lecture 4 Notes (Patterson Chapter 1)	The Beginning Family Therapist	Lecture 4 Notes Case Management ZOOM
9	3/15	Spring Break	Spring Break	Spring Break
9	3/22	Video Tape 2 Due Case Conceptualization	Video Tape 2 Due Case Conceptualization	Video Tape 2 Due Case Conceptualization In class
10	3/29	Lecture 4 Notes	Genograms	Lecture 4 Notes Case Management ZOOM
11	4/5	NCE Lecture 5 Notes	NCE Lecture 5 Notes	NCE Lecture 5 Notes Case Management ZOOM
12	4/12	Video Tape 3 Due Case Conceptualization	Video Tape 3 Due Case Conceptualization	Video Tape 3 Due Case Conceptualization In class
13	4/19	Research and Writing Day	Research and Writing Day	Research and Writing Day
14	4/26	Video Tape 4 Due Case Conceptualization	Video Tape 4 Due Case Conceptualization	Video Tape 4 Due Case Conceptualization In class
15	5/3	Research Papers Due Student Presentations	Research Papers Due Student Presentations	Research Papers Due Student Presentations ZOOM
16	5/10	Practicum Portfolio Due Finals Week	Practicum Portfolio Due Finals Week	Practicum Portfolio Due Finals Week

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 SP-21

CSL 640 L00.A

Practicum II

In the event that Criswell College has to close the campus to on-campus classes in during the SP-21 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

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:**
 - g. Practicum Site Application
 - h. Practicum Site Supervisor Application
 - i. Video Consent Form
 - j. Hours Log Form
 - k. Onsite Student Evaluation
 - l. Practicum Site Evaluation
1. Forty percent (40%) of the student's semester grade will depend on 4 video-taped counseling sessions. Two out of the four videos will be Marriage and Family counseling oriented and one out of the four videos will be group counseling oriented. Video tapes 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.
 2. Thirty percent (30%) of the student's grade will depend upon further research, study, continuing education in the student's specific area of interest, i.e., Marriage and Family Counseling, Trauma, Play Therapy, etc. Research will include books, journal articles, Continuing Education courses, seminars, or conferences, etc. 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.

3. 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. **No change to this section.**

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.