



# On-Campus Course Syllabus

## CSL 702

### Counseling Practicum II

#### Spring 2023

### Class Information

**Day and Time:** Thursday 4:45 to 7:15pm

**Room Number:** E206

### Contact Information

**Instructor Name:** Steve Hunter

**Instructor Email:** shunter@criswell.edu

**Instructor Phone:** 214-818-1371

**Instructor Office Hours:** Mondays and Tuesdays 9 to 11am

### Course Description and Prerequisites

Continues to provide supervised direct and indirect counseling experience at an approved practicum site. Students are evaluated based on video-taped GRADUATE STUDY COURSE DESCRIPTIONS 157 recorded sessions and associated case conceptualizations, demonstration of research-based theories and associated techniques, class participation, professionalism, strict adherence to ethical and legal standards, and a Practicum Portfolio required at the end of the semester. In addition, students receive ongoing weekly supervision from the Professor of Record and their Onsite Supervisor, who is also a licensed mental health professional. As part of the overall 300 (100 direct/200 indirect) counseling hours required for State Licensure, a minimum of 40 direct counseling hours and 100 indirect counseling hours are required for this course. (Prerequisite: CSL 701 with a "B" or higher)

### 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* (5<sup>th</sup> 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* (9<sup>th</sup> 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*. (3<sup>rd</sup> ed.). New York, NY: Guilford Press. ISBN: 9781606233054

Rosenthal, H. (2017). *The encyclopedia of counseling* (4<sup>th</sup> 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. Fifty percent (50%) of the student's semester grade will depend on 5 video-taped counseling sessions. One out of the five videos will be related to Marriage and Family issues. In addition, one out of the five 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.
3. Twenty percent (25%) of the student's grade will depend upon class attendance, class participation, professionalism, openness to feedback, completion of reading assignments, and maintenance of signed documents and paperwork. Students will also be responsible for the compilation of a year-long "CSL 701 Counseling Practicum I and CSL 702 Counseling Practicum Portfolio" containing copies of all documentation and completed assignments for both semesters. The Practicum Portfolio is to be turned in using a quality, professional electronic format before the last day of class, which is April 28<sup>th</sup> for graduates. Other details related to the Practicum Portfolio are the following:

### **An Hours Log**

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

- Approximately 40 hours of class time,
- A minimum of 15 hours of agency supervision (1 hour each week),
- A minimum of 50 hours of direct client contact (individual, marriage/family and group counseling experience),
- A minimum of 60 Indirect contact hours on site.

### **Counseling Records and Assignments**

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 and record hours,
  - Present a documented summary of hours at the end of the semester,
  - Copies of all Practicum II required and signed documentation,
  - Case Conceptualizations for the 5 required video tapes and feedback,
  - Other information/documentation (may include peer evaluation, supervisee's evaluation/feedback of supervision/site experience, professional plan for development and goals for the semester, development of a future plan beyond graduation, etc.), and
  - Summaries of Continuing Education, Conferences, etc.
4. Twenty-five percent (25%) of the student's grade will consist of a personal reflection paper written in paragraph form with three to five outside sources (reputable books and/or journal articles) with a Title Page and Reference Page in APA Style and Format. The paper is to be at least 5 pages addressing such things as: a description of your site, types of counseling, types of clients, etc., an in-depth look at strengths and challenges, points of self-discovery and growth, areas needing further development and improvement, etc. This paper could also address other areas, but not limited to the following:
    - Greatest lessons you learned from supervision and how this has impacted your counseling in practice and/or impacted you personally,
    - Greatest lessons you learned from your clients and why,

- Greatest lessons you learned from your fellow students and practicum professor,
- Description of how you grew and developed as a professional counselor, and
- Future goals now that you are graduating, etc.

## 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.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## 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](mailto: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](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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](mailto: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](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

Week	Date	Assigned Reading	In-Class Topic	Assignments Due
1	1/19	Syllabus	Case Management Syllabus, Introduction, and Documents, Syllabus	Liability insurance, Site Application, and Supervisor Application
2	1/26	Lecture 1 Goal Setting	Case Management Goal Setting	Case Management
3	2/2	Video Tape 1 Due Case Conceptualization	Video Tape 1 Due Case Conceptualization	Video Tape 1 Due Case Conceptualization
4	2/9	Lecture 2 Treatment Fit	Case Management Treatment Fit	Case Management
5	2/16	Lecture 3 Adopting a Family Relationship Framework	Case Management Adopting a Family Relationship Network	Case Management
6	2/23	Video Tape 2 Due Case Conceptualization	Video Tape 2 Due Case Conceptualization	Video Tape 2 Due Case Conceptualization
7	3/2	Lecture 4 The Family Developmental Life Cycle	Case Management Family Developmental Life Cycle	Case Management
8	3/13-17	<b>Spring Break</b>	<b>Spring Break</b>	<b>Spring Break</b>
9	3/23	Video Tape 3 Due Case Conceptualization	Video Tape 3 Due Case Conceptualization	Video Tape 3 Due Case Conceptualization
9	3/30	Lecture 5 Attachment Theory and Parenting	Case Management Attachment Theory and Parenting	Case Management
10	4/6	Lecture 6 The Family Genogram	Case Management The Family Genogram	Case Management Family Genogram w/ a Client
11	4/13	Video tape 4 Due Case Conceptualization	Video tape 4 Due Case Conceptualization	Video tape 4 Due Case Conceptualization
12	4/20	Field Trip TBD	Field Trip TBD	Field Trip TBD
13	4/27	Reflection Paper Due Practicum Portfolio Due Video Tape 5 Due Case Conceptualization	Reflection Paper Due Practicum Portfolio Due Video Tape 5 Due Case Conceptualization	Reflection Paper Due Practicum Portfolio Due Video Tape 5 Due Case Conceptualization

## 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.