



On-Campus Course Syllabus
CSL 701 L00.A
Counseling Practicum I
Fall 2023

Class Information

Day and Time: Thursdays 4:45 to 7:15pm
Room Number: E206

Contact Information

Instructor Name: Steve Hunter
Instructor Email: shunter@criswell.edu
Instructor Phone: 214-232-3251
Instructor Office Hours: Tuesdays 2 to 4 and Wednesdays 1 to 3

Course Description and Prerequisites

Provides supervised direct and indirect counseling experience at an approved practicum site. Evaluation of students is based on video-taped 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 20 direct counseling hours and 50 indirect counseling hours are required for this course. (Prerequisite: MAC Committee Evaluation and Oral Exam)

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
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-TR. (2013). Washington: American Psychiatric Publishing. ISBN: 9780890425565

Recommended 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 meeting the requirements in the following areas:

- **NOTE:** All students must have a secured Practicum Site with permission to videotape a minimum of five video tapes, Malpractice Liability Insurance, and all completed and signed documentation by the first day of class.
1. Twenty percent (20%) of the student’s grade will consist of reading each of the following five key chapters from the selected textbook for the course: 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, & Jungers Chapter 5: Goal Setting, Treatment Planning & Modalities
 2. Twenty percent (20%) pf the student(s)’ semester grade will depend upon the research and presentation of the student’s “Theory of Choice” and associated techniques that form the foundation of the student’s

theoretical orientation. The heart and top priority for this Research Paper should be the interventions and techniques associated with the student's "Theory of Choice." The research paper should have a minimum of ten different sources (recent books and reputable journal articles). The research paper will be approximately ten to twelve pages according to the APA Style Format. The student or students 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(s) will create and maintain a basic structure according to APA style. The following is a link to learn everything you need to know about 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 these key dimensions and issues include a "good mix" of Christian and Secular resources—both recent books and reputable journal articles related to counseling and/or psychology? What does the Bible say about this specific topic? Are these 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 confidentiality, first and foremost? Does the case study apply the research, theory, and psychological techniques contained in the body of the paper? Does the case study contain a DSM V diagnosis?
 - 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? What about the implications and applications in a church setting?
 - 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?
3. Forty percent (40%) of the student's semester grade will depend on 5 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 class on the days of each video-taped presentation. Additional instructions include:

- Presentations are to include a brief description of the client’s presenting problem, history, treatment plan, and counselor’s theoretical approach to therapy according to the Case Conceptualization Template. This includes a 20 to 30-minute presentation of each video-taped session.
 - The practicum student will provide a copy of the Case Conceptualization to the professor and fellow students prior to the presentation.
 - At the end of the presentation, the student will summarize the feedback he/she has heard, share the feedback with the class, and make notes to ensure any feedback is included in future tapes and presentations for the purpose of demonstrating growth and development.
4. Twenty percent (20%) 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 “CSL 701 Practicum I Portfolio” containing copies of all documentation, completed assignments, and weekly journals to be kept throughout the duration of the semester. The Practicum Portfolio is to be turned in quality, professional electronic format on the last day of class. Other details related to the Practicum Portfolio are the following:

An Hours Log

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)
- A minimum of 60 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 5 required video tapes and feedback,
 - Reflections from the 5 selected chapters,
 - Other information/documentation (may include peer evaluation, supervisee’s evaluation/feedback of supervision/site experience, professional plan for future development),
 - Weekly journal entries mapping growth and development throughout the course of the semester,
 - Summaries of Continuing Education, Conferences, and Sessions, and
 - 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

Student services will be contacted in the case of two unexcused absences. A third unexcused absence will result in the loss of a letter grade for the course. A fourth absence will result in a failing grade of “F” for the course. No late work will be accepted. It is the responsibility of the student to ensure all required work is turned in on time.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. 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. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,

- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

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. 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. Login credentials are emailed to students near the beginning of the semester.

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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Week	Date	Assigned Reading	In-Class Topic	Assignments Due
1	8/24	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
2	8/31	Teyber Chapter 1	Interpersonal Process Approach	Chapter 1 Reading Case Management
3	9/7	Teyber Chapter 2	Establishing a Working Alliance	Chapter 2 Reading Case Management
4	9/14	Teyber Chapter 3	Client Resistance	Chapter 3 Reading Case Management
5	9/21	Video Tape 1 Due Case Conceptualization	Video Tape 1 Due Case Conceptualization	Video Tape 1 Due Case Conceptualization
6	9/28	Teyber Chapter 3	Client Resistance (cont'd)	Chapter 3 Reading Case Management
7	10/5	Video Tape #2 Due Case Conceptualization	Video Tape #2 Due Case Conceptualization	Video Tape #2 Due Case Conceptualization
8	10/12	Research and Writing Week	Research and Writing Week	Research and Writing Week
9	10/16-20	Student Development Week	Student Development Week	Student Development Week
10	10/26	Teyber Chapter 4	Internal Focus for Change	Class Discussion Case Management
11	11/2	Video Tape 3 Due Case Conceptualization	Video Tape 3 Due Case Conceptualization	Video Tape 3 Due Case Conceptualization
12	11/9	SBJ Chapter 8 and 9 Reading	Ethics and Legal Issues	SBJ Chapter 8 and 9 Reading Case Management
13	11/16	Video Tape 4 Due Case Conceptualization	Video Tape 4 Due Case Conceptualization	Video Tape 4 Due Case Conceptualization
14	11/20-24	Fall Break	Fall Break	Fall Break
15	11/30	Research and Writing Week	Research and Writing Week	Research and Writing Week
16	12/7	Research Papers Due Student Presentations	Research Papers Due Student Presentations	Research Papers Due Student Presentations

17	12/12-14	Final Exam Week Video Tape #5 Due Case Conceptualization	Final Exam Week Video Tape #5 Due Case Conceptualization	Final Exam Week Video Tape #5 Due Case Conceptualization
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Selected Bibliography

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