



On-Campus Course Syllabus

CSL 702

Counseling Practicum II

Spring 2024

Class Information

Day and Time: Th 4:45 to 7:15

Room Number: E205

Contact Information

Instructor Name: Steve Hunter

Instructor Email: shunter@criswell.edu

Instructor Phone: 214-232-3251

Instructor Office Hours: Thursdays 10 to 12; 2 to 4

Course Description and Prerequisites

Continues to provide supervised direct and indirect counseling experience at an approved practicum site. Students are evaluated based on five recorded counseling 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* (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 documents must be completed:
 - **Malpractice Insurance** obtained through a reputable organization like the AACC for liability purposes while counseling real clients during the 16 weeks at the beginning of the semester.
 - **A chosen practicum site** – at the beginning of the semester. Completion of 150 hours and a total of 300 hours (100 direct and 200 indirect counseling hours) must be completed in order to pass the course.
 - **Signed Documentation for the following:**
 - a. Practicum Site Application at the beginning of the semester,
 - b. Practicum Site Supervisor Application at the beginning of the semester,
 - c. Video Consent Form throughout the semester,
 - d. Hours Log Form throughout the semester,
 - e. Onsite Student Evaluation at the end of the semester, and
 - f. Practicum Site Evaluation at the end of the semester.

2. Fifty percent (50%) of the student's semester grade will depend on five 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-five percent (25%) of the student's grade will depend on the completion of a Research Paper. In addition, this requirement will include a Class Presentation on the major highlights, findings, and insights from your research. **It is important to note that the Research Paper is due before class on the student's day to present indicated in the Syllabus.**

The student will write a Research Paper on a topic related to their current or future area of expertise, i.e. Marriage and Family Therapy, Trauma, Play Therapy, Chemical Dependency, etc., or a topic approved by the Professor.

Students must choose a topic and submit the topic by email to the Professor and Grader, Viri Esquivel esquivel9027250@student.criswell.edu, within the first three weeks of class for approval. The textbook and recommended readings for the class may be used as sources, or not. However, the research paper should have a minimum of seven to nine sources. These sources are to be books and reputable journal articles (as opposed to "research" retrieved from the internet). The body of the paper will be approximately seven to nine double-spaced pages not including the Title Page and Reference Page/s. Students are required to use APA Style and Format. An APA Sample Paper and detailed instructions for APA Style and Format can be viewed at the following link:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html

When writing and organizing the paper, the student is to create and maintain a basic structure. For example, the following structure and associated questions can be used as a general guide:

- a. Introduction: _____ (15 points) Does the paper have a clear introduction? For example, does the paper address current statistics, current events, and current research regarding the topic to appropriately introduce and grab the reader's attention? Does the paper include a purpose and at least three objectives to accomplish this purpose?
- b. Body of the Text: _____ (30 points) Does the paper address the most important dimensions and key concepts related to the topic from the research? Are sources (reputable books and journal articles) cited throughout the body of the paper according to APA style? Does the student researcher use third person (the researcher, the author of this paper, etc.) instead of first person (I, me, etc.). Does the student use at least 5 substantive resources (books and journal articles as opposed to information cut and pasted from the internet)? Does the body of the paper flow in a logical fashion using effective transition sentences to link the paragraphs together?
- c. Conclusion and Implications: _____ (20 points) Did the student identify and provide a summary of the main points of the research paper? Did the student accomplish the purpose and meet the objectives of the research paper? Did the student provide practical suggestions and implications for counselors, teachers, and/or ministers according to his/her calling? In other words, did the student adequately, and effectively answer the "So what?" question for this Research Paper?

- d. Grammar and Style _____ (15 points) Are the sentences complete as opposed to fragmented sentences? Are there few grammatical mistakes? Are there spelling mistakes? Is there a title page, abstract, and Reference page? Is the paper written in 3rd person? Is the paper according to APA style? It is important to visit the Writing/Tutoring Center for help with editing and formatting.
- e. Presentation _____ (20 Pts.) The presentation will be approximately 20 minutes presented in an informal setting in an informal fashion at the end of the semester.

The following two rubrics will also be used to score the research paper:

- <https://www.rcampus.com/rubricshowc.cfm?code=Z99W78&sp=yes&> (APA Style Rubric)
 - <http://assessment.arizona.edu/sites/default/files/CriticalThinking.pdf> (Critical Thinking Rubric)
4. 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 28th for graduating students. 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.

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	1/18	Syllabus	Syllabus, Case Management	Liability insurance, Site Application, and Supervisor Application
2	1/25	Case Management	Case Management	Case Management
3	2/1	Video Tape 1 Due Case Conceptualization	Video Tape 1 Due Case Conceptualization	Video Tape 1 Due Case Conceptualization
4	2/8	Case Management	Case Management	Case Management
5	2/15	Case Management	Case Management	Case Management
6	2/22	Video Tape 2 Due Case Conceptualization	Video Tape 2 Due Case Conceptualization	Video Tape 2 Due Case Conceptualization
7	2/29	Case Management	Case Management	Case Management
8	3/7	Video Tape 3 Due Case Conceptualization	Video Tape 3 Due Case Conceptualization	Video Tape 3 Due Case Conceptualization
9	3/14	Spring Break	Spring Break	Spring Break
10	3/21	Research and Writing Week	Research and Writing Week	Research and Writing Week
11	3/28	Video tape 4 Due Case Conceptualization	Video tape 4 Due Case Conceptualization	Video tape 4 Due Case Conceptualization
12	4/4	Case Management	Case Management	Case Management
13	4/11	Research and Writing Week	Research and Writing Week	Research and Writing Week
14	4/18	Video Tape 5 Due Case Conceptualization	Video Tape 5 Due Case Conceptualization	Video Tape 5 Due Case Conceptualization
15	4/25	Student Presentations	Student Presentations	Practicum Portfolio Due Research Papers Due

Bibliography

Cameron, S., Turtle-Song, I. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling and Development, 80*, 286-292.

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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.

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