Social Justice Teachings

Subsidiarity: Integrated in each course in the Counselor Education program is a sense of community. Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced.

Dignity and rights of children: The dignity and rights of all University of St. Thomas counseling program students along with the grade school students in which they work with receive confidentiality, respect, and appropriate supervision.

People have a right to an education: Equality is a major theme integrated in the Counselor Education program. In each course equality is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.

Required


General Course Description

Counseling Practicum is a supervised practice in counseling which requires an in-depth reflection on the practice of the supervised application of counseling and therapeutic intervention processes in field settings. Students will demonstrate their ability to use theories, microskills, and appropriate techniques. This course requires both individual and group counseling experiences. Mandatory are 160 clock hours in an approved school counseling setting. Eight to ten of the mandatory hours are to be spent in facilitating a small group counseling experience. Students will engage in peer supervision and present a DVD of a counseling session. They will discuss,
Reflect on, and evaluate their cognitive, emotional, and behavioral responses to working with clients. They will discuss case studies and assigned readings during the practicum seminar. Students will develop technology skills by using the internet to investigate best practice and demonstrate best practice. For our purposes in this class best practice is defined as legal, ethical, and effective practice. Students will write a paper of 5-8 pages entitled *My Philosophy: Implications for Me as a Professional Counselor*. Students will read the ACA Code of Ethics (2014), which can be found on the internet. Counseling Practicum is the capstone course in the Counselor Education Program.

**Specific Competencies**

**Assumptions**

Professional counselors:

1. Have knowledge, ability, and skill in the areas of human growth and development and in the use of the DSM-V;
2. Know and can apply the skills of the helping relationship;
3. Can work with clients to identify client issues and set goals and objectives clearly and realistically;
4. Understand and practice the process of counseling;
5. Understand and access clients appropriately;
6. Are sensitive to issues of diversity and culture and apply their self-knowledge and knowledge of diversity and culture in the counseling relationship appropriately;
7. Understand the role language plays in counseling, especially when the client’s first language is not English;
8. Are sensitive to issues of first language and apply their knowledge, abilities, and skills of first language issues to counseling;
9. Understand the issues of oppression and privilege and use best practice in working with these issues in the counseling relationship;
10. Apply knowledge and skills of group process;
11. Have knowledge and skills in social, cultural, and family issues;
12. Are familiar with the Code of Ethics of the counseling profession and the legal responsibilities of a professional counselor;
13. Join relevant professional organizations;
14. Have knowledge of and skills to function effectively in the setting in which they are fulfilling the requirements of their counseling practicum, for example, school, agency, hospital;
15. Are skilled and knowledgeable concerning the ethical use of technology;
16. Are open to new ideas;
17. Are able to be flexible;
18. Are cooperative with others;
19. Are willing to accept and use feedback;
20. Are aware of their own impact on others;
21. Are able to deal with conflict appropriately and effectively;
22. Are able to accept personal responsibility;
23. Are able to express feelings effectively and appropriately.
Based on these assumptions, students will work successfully to demonstrate the knowledge, abilities, and skills to:

1. Understand theories of development, personality, and counseling and apply them appropriately to client issues and interventions in counseling;
2. Apply knowledge of the DSM-V when appropriate;
3. Practice the helping skills of unconditional positive regard, empathy, genuineness, and nonverbal and verbal behaviors related to the effective execution of the counseling relationship;
4. Practice the principles of ethics, especially, the primary principle of ethics respect for persons;
5. Engage in a therapeutic alliance;
6. Conceptualize effectively client issues and work effectively with clients to develop client goals and objectives;
7. Manage the process of the counseling relationship with its beginning, middle, and end;
8. Use appropriate formative and summative evaluation of their counseling;
9. Engage in review and apply the appropriate assessment instruments with clients;
10. Employ appropriate language effectively in counseling, especially when the client’s first language is not English;
11. Address appropriately issues of diversity, culture, and first language in counseling sessions and in their reflection on counseling sessions;
12. Demonstrate comfort in dealing with issues of oppression and privilege with clients when appropriate;
13. Facilitate group process effectively;
14. Deepen their understanding of societal issues and trends in such a way that they can be effective with clients individually and in groups;
15. Behave with integrity in an ethical and legal manner at all times;
16. Become familiar with the organization in which they fulfill their counseling practicum requirements;
17. Be competent with the sources of information and legal and ethical use of technology;
18. Be open to new ideas;
19. Be flexible;
20. Be aware of their own impact on others;
21. Work with and resolve conflict;
22. Accept personal responsibility;
23. Express their feelings effectively and appropriately.

Required competencies include but are not limited to the following:
1. Establishing effective therapeutic relationships through the use of respect, empathy, and genuineness with clients;
2. Assessing clients’ concerns and working with clients for the purpose of setting appropriate therapeutic goals, objectives, and boundaries;
3. Selecting and implementing appropriate counseling strategies;
4. Evaluating counseling progress;
5. Terminating counseling relationships;
6. Demonstrating operational skill using Level 3 responses;
7. Developing competence in giving and receiving professional feedback on counseling performance;
8. Acquiring knowledge, ability, and skill in cooperating with colleague counselors and supervisors;
9. Demonstrating willingness to reflect on their own thoughts, feelings, and behaviors as beginning counselors.

**Pedagogy**

Counseling Practicum uses a Freirian model as its pedagogy. Consequently, the professor believes that students and professor have equal responsibility for the success of this course. Roles are different; responsibilities are equally salient. In addition, the professor believes that pertinent life experiences brought to the table in conversation are essential contributions to the development of the knowledge, ability, and skills needed to succeed in this course. Those who are conversational in more than one language have the opportunity to bring this gift to the table and use this gift to enhance their counseling. Since this is the capstone course, the professor expects to see evidence of the knowledge, abilities, and skills mastered in the academic courses of the Counselor Education Program.

The role of the professor is to come to pace the class and facilitate conversation. In addition, the professor supervises students on site and provides feedback. The professor provides the opportunity for students to receive peer supervision in the form of feedback from colleagues in the learning community.

The role of students is to come to the class having mastered the readings, assignments, abilities, and skills from their other courses, and ready to learn in this class. In other words, they demonstrate the integration of their field experiences with all applicable academic work and life experiences; so that they will have scholarly, professional conversations with their classmates and professor.

**Retention**

**Professional Qualities**
For retention in Counseling Practicum and the Counselor Education Program students are required to “demonstrate the professional qualities and personal commitment necessary for success in a program designed to develop . . . professional counselors” (School of Education Catalog (2010-2012, p. 2). In other words, students are required to practice academic rigor, social generosity, and demonstrate the personal, physical, and mental health expected in the counseling profession. The emotional and mental health of professional counselors is essential to their functioning in a legal, ethical, confident, and competent manner. The responsibility of gatekeeping on the part of the director of the Counselor Education Program at the University of St. Thomas protects the students, the degree, and the profession.

**Integrity**
Integrity is the most important quality for success in the Counselor Education Program at the University of St. Thomas. Integrity requires students to be authentic and honest in all academic, affective, and social activities. Integrity implies that students become familiar with and practice at all time the ACA Code of Ethics (2014).
Professional counselors perform their services in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. The professor has the discretion to fail students in courses or dismiss students from the Counselor Education Program for a violation of integrity.

**Plagiarism**

Plagiarism is taking credit for any thought, idea, or written or spoken work that does not come from the student writing the paper or presenting the oral assignment. Plagiarism is a serious offense against integrity that will result in students’ failing the course or being dismissed from the Counselor Education Program at the discretion of the professor.

It is very tempting to copy and paste works from the internet, borrow the work of friends, or rephrase another paper that students have written in the past and then change a few phrases here and there. Students are required to meet the standards explained in the APA Manual (2010) regarding avoiding plagiarism. In other words, plagiarism involves copying from a source without using the proper APA notation.

If quoting no more than 40 words, students are required to use quotation marks and provide sources and page numbers. If quoting more than 40 words, students must indent and provide the sources and page numbers. Quotation marks are not used. A whole lot of copying is not considered master’s level work even if it is noted properly. There must be a one-to-one correspondence between what is cited in the body of the manuscript and what is placed in the references.

Copying a paragraph or more and changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism close all sources while writing. Graduate work requires integration of information. Drawing from one source, then another source, etc. is not graduate level work.

Copying from other papers, which students have written, without using proper APA (2010) notation is also plagiarism. The rules are the same whether students copy from sources they did or did not write. If quoting no more than 40 words, students are required to use quotation marks and provide sources and page numbers. If quoting more than 40 words, students must indent and provide the sources and page numbers. Quotation marks are not used.

Plagiarism is a serious violation of integrity. It is not tolerated in the Counselor Education Program. Students who engage in plagiarism have demonstrated that they do not have the moral standards necessary to be trusted with clients. Students who engage in plagiarism will be failed in the course or dismissed from Counselor Education Program.

Success in this course and in the Counselor Education Program requires personal discipline, commitment to academic excellence, and professional development. In addition, success requires focus on excellent performance in all areas of professional practice. Successful students with these characteristics understand what plagiarism is and never plagiarize for any reason.
Language Diversity

The Counselor Education Program values the speaking of more than one language. It is especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with clients for whom English is not their first language. The professor is available to assist students who need help with spoken or written English. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through the Counselor Education Program.

Americans with Disabilities Act

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal access to educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with special needs, students must inform the professor of any needed accommodations within the first two weeks of the semester. In addition, students must contact the University Office for ADA Compliance (713-525-3162) or email Dr. Rose Signorello signorr@stthom.edu.

It is essential that the professor receive official documentation for any accommodations that are made on behalf of students. When students take standardized Texas State tests for professional school counselor, they will be required to show documentation of accommodations, which had been made in graduate school.

Course Evaluation

University of St Thomas provides for evaluation of the course and instructor. Specific directions that describe this process will be provided near the completion of the course. Students are requested to complete the course evaluation so that the information can be used for future course planning and redesign based on student needs and suggestions.

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

Helpful Sources


**Course Requirements**

**Attendance and Participation Responsibilities**

1. Students are expected to be present for and to participate in all class discussions.
2. All assigned readings are to be completed at the time class begins.
3. Contracts are due on Bb by the second week of class. A hardcopy of the original contract must be given to the professor.
4. Electronic copies of logs must be submitted on Blackboard.
5. Appointments for your professor to meet with your site supervisor must be made in a timely manner.
6. Three absences will result in a reduction in grade by one half. Four absences will result in an F in this course.

**Practicum Internship Site Requirements**

*Please refer to the COUN 5368- School Counseling Practicum Manual and the School Counselor Certification Guide, which will be provided to the class via Blackboard.* The following forms are required and can be found in the booklets and can be posted online after the appropriate signatures have been secured.

**Site Supervisor Agreement Form**

Students must have the Site Supervisor Agreement Form completed by their site supervisor.

**Site Visit**

Students will schedule a site visit with their UST Supervisor and their site supervisor.

**UST Log Summary**
Students will submit their log spreadsheet book 3 different times (see the class schedule).

**Site Evaluations**
Students will submit 2 evaluation forms completed by their site supervisor; one will be required at mid-term and one will be a final evaluation.

**Chapter Presentation**
Students will read and lead in the discussion of a chapter from the primary textbook for the course, *The Counselor Intern's Handbook*.

**In Vivo Visits**
Students are required to make one visit to two schools other than where they work and to levels other than the level of their intern site. Visits must be to an elementary school, a middle school, or a high school, as appropriate. Students will interview one of the counselors in each school. After each visit, students will write a one-page essay reflecting on their visit. In the class following their visit, they will make a report to the other members of the counseling practicum seminar.

**Video Assignment**
Students will prepare a video of one counseling session demonstrating that they have mastered counseling microskills at least at *Level 3*. Students will prepare to show 15 minutes of this video in class where students will receive feedback from other students and the professor. Assignment of video presentation times will be agreed upon during class.

<table>
<thead>
<tr>
<th>Acceptable file formats &amp; storage for this video assignment are:</th>
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<tbody>
<tr>
<td>DVD</td>
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<tr>
<td>Flash Drive</td>
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<td>AVI</td>
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<td>MPEG</td>
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A brief review of the levels follow:

**Level 1: Hurtful.** Counselor is overtly, implicitly, or subtly destructive to the counseling process. Counselor is inappropriately attending, disruptive of the client’s flow, attacks the client, or discounts information. “You shouldn’t feel that way,” or “Everything will be all right,” belongs here.

**Level 2: Subtractive.** Counselor misses content or feeling. Counselor is detracting slightly from what the client has been saying even though on the surface the session appears to be moving ahead. No harm has been done, but the client has not been helped either. Counselor responses take away from what the client says or minimize client statements.

**Level 3: Accurate.** *This is the minimal helping response and required to have your video accepted.* Counselor reflection of content and feeling is interchangeable with the
client; that is, they are accurate. Included here are accurate counselor paraphrasing or timely summarizing that catches the essence of what the client has said. Appropriate self-disclosure and helpful probing with declarative sentences also belong here.

**Level 4: Additive.** Counselor making inferences concerning client comments belongs here. Counselor’s comments are additive; that is, counselor is adding something beyond an interchangeable response. In addition to an accurate paraphrase or reflection of content and feeling, the counselor adds a deduction, supposition, or conjecture or a probing declarative sentence or interpretation that, not only catches the major meanings of the client, but adds something new to facilitate growth and exploration. Inaccurate use of level four returns the exchange to level two. The more one uses the influencing skills of level four the greater the possibility of this happening. Level four is not better than level three; it is used when appropriate.

**Level 5: Action.** Counselor is truly acting intentionally. Counselor is integrating attending and influencing skills in the context of empathy, genuineness, and respect. Concreteness and immediacy are obvious in the exchange. Counselor is intentionally present with the client in moving the client toward action. Level five is not better than level four and level three. It is used when appropriate and usually as the counseling sessions move toward termination.

**Philosophy Paper**
Students will write a 5-8 page paper titled *My Philosophy: Implications for Me as a Professional Counselor*. This paper will be presented orally and posted to Blackboard.

**Practicum Course Summary**
Students will prepare a practicum summary, which will include the name and description of the place where they did their practicum, the name and credentials of their supervisor, and a summary log of their time in practicum. This assignment is due at the final class meeting.

**School Counseling Practice Test**
Each student must earn an 80% on the TExES practice test (#152), which will be administered at UST. Test dates, location, and registration requirements will be provided at the beginning of the semester.

**Evaluation and Grading**

**Evaluation**
Evaluation is based upon class preparedness, engagement and success at the counseling practicum site. Students will demonstrate the ability to reflect on their own thinking, feeling, and behaving as beginning counselors. Students will be successful in the field as demonstrated by the site visits of the professor and the evaluation of the site supervisor.

**Grading**
Students will be graded A, B, C or F. Grades will depend upon the evaluation given by the site supervisor at the practicum site and the demonstration of knowledge, abilities, and skills. Demonstration of the ability to reflect on one’s own thoughts, feelings, and behavior is essential.
to successfully completing this course. Achievement of appropriate counseling responses (microskills) with clients is a minimum requirement for successful completion of this course. Absence, tardiness, missing parts of assignments, lack of preparedness for class, or lack of engagement in the learning community will reduce grades.

For a grade of A in this course students will meet the requirements in an outstanding manner. The definition of outstanding is demonstrating more than is expected of a Master’s candidate, in the opinion of the professor.

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<thead>
<tr>
<th>Assignment</th>
<th>Date due</th>
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<tr>
<td>Agreement Forms</td>
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<tr>
<td>Site Supervisor Agreement Form</td>
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<td>Site Information Form</td>
<td>9/3/15</td>
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<td>Log of Counseling Hours</td>
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<td>#1 Submission</td>
<td>9/24/15</td>
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<tr>
<td>#2 Submission</td>
<td>10/29/15</td>
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<td>#3 Submission</td>
<td>12/03/15</td>
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<tr>
<td>Chapter Presentation</td>
<td>As scheduled</td>
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<tr>
<td>Philosophy of Counseling</td>
<td>11/19/15</td>
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<tr>
<td>In Vivo Assignment</td>
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<td>Site Evaluations</td>
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<td>Mid Semester</td>
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<td>Final</td>
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<tr>
<td>Video Session</td>
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Course Schedule of Readings & Assignments

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Schedule</th>
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| Week 1               | Introduction  
|  August 27, 2015    | About Internship  
|                     | Site Requirements  
|                     | Syllabus  
|                     | Explanation of Forms  
|                     | Chapter Assignments                                                                 |
| Week 2               | Site Visits arranged  
| Sept. 3rd            | Contracts due on Blackboard:  
|                     | School of Education Counselor Practicum Manual  
|                     | School of Education Counselor Certification Guide  
|                     | • Site Supervisor Agreement Form  
|                     | • Practicum Site Information Form  
|                     | Chapter 1 - Getting Started - Ebony  
|                     | Chapter 2 – Along the Way: A Counselor Self-Assessment - Kendra
### Week 3
**Sept 10th**  
Online assignment – Module 8  
Gather Direct & Indirect Counseling hours  
Completing assignments

### Week 4
**Sept 17**  
Online assignment – Module 9  
Gather Direct & Indirect Counseling hours  
Completing assignments

### Week 5
**Sep 24**  
1<sup>st</sup> Log Submissions due  
Chapter 4 - Developing Competencies and Demonstrating Skills - Gema  
Chapter 5 - The Clinical Interview - Mayra  
Chapter 6 – Psychological Testing: An Overview – Tiana  
Discussion

### Week 6
**Oct 1**  
Online assignment – Module 10  
Gathering Direct & Indirect Counseling hours  
Completing assignments

### Week 7
**Oct 8**  
Online assignment – Module 11  
Gathering Direct & Indirect Counseling hours  
Completing assignments

### Week 8
**Oct 15**  
Online assignment – Module 12  
Gathering Direct & Indirect Counseling hours  
Completing assignments

### Week 9
**Oct 22**  
Check Point  
Mid Semester Site Evaluation due  
Chapter 7- Understanding How to Help – Brenda Brewster  
Chapter 8 - Understanding Psychotropic Medications – Susie V.  
Chapter 9 – Professional Challenges- Abigail Johnson

**First Practice Test Administration 10/24/15**

### Week 10
**Oct 29**  
Review of Practice Exam  
2<sup>nd</sup> Log Submission  
Lecture (Ethics – Chapter 10) - Michelle  
Chapter 11- Finishing Up – Shanna  
Ages 6 to 12 HG&D – Valerie  
Ages 12 to 18 HG&D - Jasmine

### Week 11
**Nov. 5th**  
*St. Pius X Open House – major campus-wide event*  
Online assignment – Module 13  
Gathering Direct & Indirect Counseling hours  
Completing assignments

### Week 12
**Nov 12**  
In Vivo Assignments due Bb  
Online assignment – Module 14  
Gathering Direct & Indirect Counseling hours  
Completing assignments

### Week 13
**Nov 19**  
Discussion of Counseling Philosophy – on Bb  
Online assignment – Module 15  
Gathering Direct & Indirect Counseling hours  
Completing assignments

**Second Practice Test Administration 11/21/15**
<table>
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<tr>
<th>Week 14</th>
<th>Thanksgiving Holiday</th>
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<td>Nov. 26</td>
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| Week 15 Dec 3 | Presentation & Evaluation of Video (DVD) Counseling Sessions  
|               | Practicum Course Summary due  
|               | Log Submission #3  
|               | Final Site Evaluations due  
|               | **Third Practice Test Administration 12/12/15** |
| Dec 10       | Final Examination |

As often as possible in class and *always* a homework assignment:  
Competencies Practice  