University of St. Thomas
Houston, Texas
Counselor Education Department
COUN 5368- Counseling Practicum
San Jacinto College North: Galena Park
Spring 2016

Instructor: Dr. Tijuana Frank
Office: Room: N-1.160
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Required Text:


Recommended:


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 (2005), 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-IV-TR;
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-IV-TR 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 class prepared, pace the class, and facilitate conversation. In addition, the professor supervises students on site and provides feedback to students. 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 table having mastered the readings, their knowledge, abilities, and skills from their other courses, and their learning in Counseling Practicum. In other words, they demonstrate the integration of their field experiences with all applicable academic work and life experiences; they 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 gate keeping on the part of the director of the Counselor Education Program at the University of Saint 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 Saint 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 (2005).

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.

Practicum Site Requirements

*Please refer to the COUN 5368- School Counseling Practicum Manual.*

Course Requirements

Attendance and Participation Responsibilities

(1) Students are expected to be present for and participate in all class discussions. (2) All assigned readings are expected to have been completed at the time class begins. (3) Paper copies of logs must be submitted each week at the beginning of class. (4) Contracts are due the second
COUN 5368 Practicum- Syllabus

week of class. A paper copy of the original contract must be given to the professor. (5)
Appointments for supervision 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.

School Counseling Practice Test

Each student who is graduating with 36 hours must earn an 80% on the TExES practice test
(#152). Students may take the practice test as many times as necessary to earn an 80%. Students
will make an appointment with the professor to take this practice test before April 5, 2016.

School Counselor Practice Examination Sessions are as follows:

February 27, 2016; 9:00 AM – 2:00 PM
March 19, 2016; 9:00 AM – 2:00 PM
April 30, 2016; 9:00 AM – 2:00 PM

In Vivo Visits

Students who are graduating with 36 hours are required to make one visit to three schools other
than where they work. One visit must be in an elementary school, one in a middle school, and
one in a high school. 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. Visit
completion, written summaries, and reports are due April 5, 2016.

Philosophy Paper

Students will write a 5-8 page paper titled My Philosophy: Implications for Me as a Professional
Counselor. This paper will be emailed to the professor no later than midnight on April 19, 2016.

DVD Assignment

Students will prepare a DVD 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 DVD
in class where students will receive feedback from other students and the professor. Assignment
of DVD presentations will be agreed upon during the first class.

Accepted files for DVD Assignment are

|.AVI
|.MP4
|.MPEG
|DVDs
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 DVD 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.

**Practicum Course Summary**

April 26, 2016

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.
Evaluation and Grading

Evaluation

Evaluation is based upon class preparedness and 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, 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 Level 3 responses 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 beginning master’s candidate in the opinion of the professor after having taken into consideration the pertinent variables, which are defined as those written into the syllabus.

Course Calendar of Readings & Assignments

January 19, 2016
Introduction
Syllabus
Practicum Manual
Practicum Weekly Log
School Counseling Certification Guide
Discuss Evaluation Forms

January 26, 2016
Site Supervision Paperwork Due
Cormier textbook:
Chapter 1
Chapter 2
Parsons textbook:
Chapter 1
Chapter 2
February 2, 2016
Cormier textbook:
Chapter 3
Parsons textbook:
Chapter 8
**BB:** Learning module #1: Case vignette (7 year old boy is sent to the counselors’ office) – to be discussed in class
Counseling DVD:

February 9, 2016
Cormier textbook:
Chapter 4
Parsons textbook:
Chapter 4
**BB:** Learning module #2: Case vignette (the case of Susie) – to be discussed in class
Article titled: Self-efficacy in Children (this article can be found in BB under module #2, it’s the 3rd link) please print this article and bring it to class
Counseling DVD:

February 16, 2016
Parsons textbook:
Chapter 7
**BB:** Learning module #3: Case vignette (the case of Sonia & Jason) – to be discussed in class
Counseling DVD:

February 23, 2016
Cormier textbook:
Chapter 5
Parsons textbook:
Chapter 6
**BB:** Learning module #4: Case vignette (the case John) – to be discussed in class
Counseling DVD:

March 1, 2016
Cormier textbook:
Chapter 6
Parsons textbook:
Chapter 4
**Mid semester evaluation by site supervisor form due**
**BB:** Learning module #5: Case vignette (the case Julia) – to be discussed in class
**BB:** Discussion Board #8
Counseling DVD:
March 8, 2016  
Cormier textbook:  
Chapter 7  
Parsons textbook:  
Chapter 5  
Chapter 16  
BB: Learning module #6: Case vignette (the case of Ann) – to be discussed in class  
BB: Discussion Board #9  
Counseling DVD:  

March 14 – 18 SPRING BREAK  

March 22, 2016  
Cormier textbook:  
Chapter 9  
Parsons textbook:  
Chapter 12  
Chapter 13  
BB: Learning module #7: Case vignette (the case of Andrea) – to be discussed in class  
BB: Discussion Board #10  
Counseling DVD:  

March 29, 2016  
Cormier textbook:  
Chapter 10  
Parsons textbook:  
Chapter 9  
Chapter 10  
BB: Reflect on the questions listed in module #8  
BB: Discussion Board #11  
Counseling DVD:  

April 5, 2016  
Parsons textbook:  
Chapter 14  
In Vivo Visits Presentations Due  
School Counseling Practice Test Deadline  
BB: Discussion Board #12  
Counseling DVD:  

April 12, 2016  
Parsons textbook:  
Chapter 17  
Chapter 18  
BB: Discussion Board #13  
Counseling DVD:
April 19, 2016  
Parsons textbook:  
Chapter 19  
Chapter 20  
Philosophy Paper Due  
BB: Discussion Board #14  
Counseling DVD:

April 26, 2016  
Final Counseling Practicum Log Due  
Practicum Course Summary Due  
Final Evaluation by site supervisor due  
Overall Evaluation of site supervisor & field site by Practicum student due  
BB: Discussion Board #15

Helpful Sources


