University of St. Thomas  
Houston, Texas  
Counselor Education Department  
COUN 5368- Counseling Practicum  
Spring 2018

<table>
<thead>
<tr>
<th>Instructor: Crystal Collins, PhD</th>
<th>Office Hours: <strong>By Appointment</strong></th>
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</thead>
<tbody>
<tr>
<td>Room: San Jacinto College – Pasadena C-3 208</td>
<td>Email: <a href="mailto:collincj@stthom.edu">collincj@stthom.edu</a> (preferred contact)</td>
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<tr>
<td>Date/Time: Wednesday, 5:00 – 8:00 p.m.</td>
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**Required**


**Social Justice Teachings of the Catholic Church**

*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.
General Course Description

Counseling Practicum is designed as a supervised practical counseling experience which requires an in-depth reflection on the practice of the supervised application of counseling and therapeutic intervention processes in a field setting. Students will demonstrate their ability to use theories, microskills, and appropriate counseling techniques and interventions, through reading, supervision and the actual counseling experience. This course requires both individual and group counseling experiences. Mandatory are 160 clock hours in an approved school counseling setting.

Practicum COUN 5368 has been developed to provide you, the student with a closely supervised counseling experience to facilitate further development as a professional counselor. Practicum students will discuss, reflect on, and evaluate their cognitive, emotional, and behavioral responses to working with clients. Students are expected to demonstrate their ability to integrate and apply counseling theory and skills in an individual or group sessions, and adherence to the ethical and legal standards of the counseling profession.

Practicum offers the student an invaluable opportunity to increase and improve their counseling skills through professional work experience. It is vital that the student demonstrate awareness that this experience is gained through working with counseling issues via a responsible, professional, ethical and legal standards at all times.

Practicum students will discuss case studies and assigned readings during the practicum seminar. Students will develop technology skills by using the internet to investigate and demonstrate best practices. For all intent and purposes in this class, best practice is defined as legal, ethical, and effective practice.
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.

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.

Technology

Students must have adequate computer and internet capability to complete this class. Failure to submit coursework according to the due dates because of technology difficulties will not be an appropriate excuse. It is the student’s responsibility to maintain appropriate equipment and connection at all times to fully participate in the class.
Drop

If, at any point, you decide to not participate in this course, it is your responsibility to officially drop or withdraw from enrollment. Failure to do so may result in a failing grade. A student may recover all tuition for the current course when proper documentation is received prior to the third day of the current course. Contact both the professor and your academic advisor at:

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.
Course Requirements

Practicum Site Requirements

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

Attendance and Participation Responsibilities

It is very important that you keep up with the assigned readings, lectures, and activities. All assignments, including weekly discussions must adhere to the American Psychological Association (APA) style 6th edition guidelines (APA, 2010).

(1) Students are expected to be present for and participate in all class assignments and discussions. (2) All assigned readings are expected to have been completed on the due date. (3) Paper copies of logs must be submitted each week at the beginning of class. (4) Site Supervisor Contracts are due the second week of class. A paper copy of the original contract must be given to the professor.

Overview to Course

In this course, you will need to work with a client/group on a weekly basis over the period of 7 weeks, and see this client/group at least seven times. Sessions should be approximately 30 - 45 minutes in length. This/these client(s) can be, but does not need to be, a member of your school population. You will be supported through meetings with your Site-Based Mentor and weekly Webinar Supervision:

Keep weekly SOAP Notes as part of your Portfolio to turn in at the last class period.

1st meeting: Informed consent, Confidentiality statement, Goals.
2nd meeting: Complete SOAP notes, seek consultation when needed
3rd meeting: Complete SOAP notes, seek consultation when needed
4th meeting: Complete SOAP notes, seek consultation when needed
5th meeting: Complete SOAP notes, seek consultation when needed
6th meeting: Complete SOAP notes, seek consultation when needed
7th meeting: Close the counseling relationship and/or discuss continuing with permission, referring to another counselor, or ending counseling.

School Counseling Practice Test

March 2018
April 2018

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%.
Assignments

Weekly Reflexive Journal (15%)

The weekly reflexive journal should be updated on at least a bi-weekly basis. It should consist of experiences, thoughts, reflections, opinions, and attitudes towards the practicum course and field hour experiences, including meetings with site-based supervisors and supervision webinars.

In Vivo Visits “alive in their natural setting” (20%)

Students 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. Paper should be written in APA style. Submit this paper in the last week of class.

Philosophy Paper (20%)

Students will write a 5-8 page paper titled: My Philosophy: Implications for me as a Professional Counselor.

This paper will be written in APA style, Time New Roman, 12 pt. pitch. This paper is due in the seventh (7th) week of class.

Video Counseling Session Assignment (20%)

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

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 (15%)**

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.

Criteria for Grading Written Work
• APA guidelines are required for any written assignment
• Addresses the topic with accuracy and insight
• Writing skills are expected to be at a graduate school level
• Follow guidelines described in syllabus
• Presents material in a clear and logical manner
• Gives evidence of ability to synthesize information from various sources to support the topic
• Uses elements of form such as grammar, spelling, sentence structure, and punctuation correctly
• Is on time. Late work will result in grade reduction.

General APA guidelines must be used for all written papers
• Times New Roman
• Font 12 pt
• Indent new paragraphs five spaces or tab.
• Double space the entire paper, including between paragraphs
• Margins - 1” top, bottom, left and right
• Use no more than three lines for your name, assignment, date on title page
• Be sure to use your APA 6th edition manual

IMPORTANT NOTES:
• Late assignments will be deducted 10 pts. per day
• Points will be deducted for grammatical and spelling errors (2 pts. for each error).

Grades
1. Attendance & Participation 10%
2. Weekly Reflexive Journal 15%
3. In Vivo Assignment 20%
4. Philosophy Paper 20%
5. Video Counseling Session 20%
6. Practicum Course Summary 15%
## FINAL GRADE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>84-87%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
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<td>C</td>
<td>74-77%</td>
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<tr>
<td>C-</td>
<td>70-73%</td>
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<tr>
<td>D+</td>
<td>68-69%</td>
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<tr>
<td>D</td>
<td>65-67%</td>
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<tr>
<td>F</td>
<td>Below 65%</td>
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## Course Schedule

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<tr>
<th>Week</th>
<th>Dates</th>
<th>Instructional Focus</th>
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| 1    | January 24  | 1. Introduction  
         | 2. Syllabus  
         | 3. Practicum Manual  
         | 4. Video Sign-up |
| 2    | January 31  | 1. Chapter 1: The Helping Professions  
         | 2. Take-home Test Prep  
         | 3. **Site Supervision Paperwork Due** |
| 3    | February 7  | 1. Chapter 2: The Helping Relationship  
         | 2. Chapter 3: Communication Patterns in the Helping Process  
         | 4. Review Take-home Test Prep  
         | 5. Take-home Test Prep  
         | 6. **Counseling DVD** |
         | 3. **Blackboard Assignments** |
| 5    | February 21 | 1. Chapter 4: Attending Skills  
         | 2. Chapter 5: Listening Skills  
         | 3. Chapter 6: Action Skills  
         | 4. Review Test Prep  
         | 5. Take-home Test Prep  
         | 6. **Counseling DVD** |
| 6    | February 28 | 1. Chapter 7: Managing the Helping Session  
         | 2. Chapter 8: Conceptualizing Client Issues and Setting Change Goals  
         | 3. Review Test Prep  
         | 4. Take-home Test Prep  
         | 5. **Counseling DVD** |
| 7    | March 7     | 1. Chapter 9: Using Integrative Helping Strategies and Interventions  
         | 2. **Blackboard Assignments** |
| 8    | March 14    | **SPRING BREAK** |
| 9    | March 21    | 1. **Mid-Semester Evaluation by Site Supervisor Forms Due**  
         | 2. Chapter 10: Considerations and Challenges for Beginning Helpers  
         | 3. Parsons (2007) Chapter 4  
         | 5. Take-home Test Prep  
         | 3. **Counseling DVD** |
         | 3. Review Test Prep  
         | 4. Take-home Test Prep  
         | 5. **Counseling DVD** |
|     | April 4          | 1. Parsons (2007) Chapter 10  
|     |                 | **Blackboard Assignments**     |
| 11  | April 11        | 1. Parsons (2007) Chapter 17  
|     |                 | 3. **Review Test Prep**         
|     |                 | 4. **Counseling DVD**           |
|     |                 | 3. **Philosophy Paper Due**     
|     |                 | 4. **Counseling DVD**           |
|     |                 | 5. **Blackboard Assignments**   |
| 14  | May 2           | 1. **In Vivo Visit Presentations Due** |
| 15  |                 | 1. Final Counseling Practicum Log Due  
|     |                 | 2. Practicum Course Summary Due  
|     |                 | 3. Final Evaluation by Site Supervisor Forms Due  
|     |                 | 4. Overall Evaluation of Site Supervisor & Field Site Due  
|     |                 | **TASKSTREAM**                   |
Helpful Sources


