

SAMPLE SYLLABUS—WE RESERVE THE RIGHT TO MAKE ANY CHANGES

COUN 6270 Practicum in Counseling

Professional Counseling Program

Department of Ed. Leadership

College of Education

Middle Tennessee State University



Course Description:

Practical supervised experience in individual and group counseling in a 100-hour placement in a school or mental health setting; audio and/or videotaping of sessions for peer and faculty feedback in weekly group supervision and in 10 one-hour individual supervision sessions with instructor. A total of 40 hours of direct service must be provided. (30 hours individual, 10 of group counseling). Professional liability insurance (\$1,000,000 per incident/minimum \$1,000,000 aggregate) required prior to enrollment, with a copy of the current insurance binder on file with the administrative coordinator of the counseling program.

Textbooks (Required)

Martin, D. G. (2003). *Clinical practice with adolescents*. Pacific Grove, CA: Brooks/Cole.

Murphy, J. J. (1997). *Solution-focused counseling in middle and high schools*. Alexandria, VA: American Counseling Association.

Textbooks (Recommended)

Bilynsky, N. S. (2003). *Child Therapy Activity and Homework Planner*. New York, NY: John Wiley & Sons.

Buelow, G., Hebert, S., & Buelow, S. (2000). *Psychotherapist's Resource on Psychiatric Medications*. Belmont, CA: Wadsworth/Thomson.

Jongsma, A. E. (2000). *The Child Psychotherapy Treatment Planner*. New York, NY: John Wiley & Sons.

Jongsma, A. E. (2000). *The Adolescent Psychotherapy Treatment Planner*. New York, NY: John Wiley & Sons.

Jongsma, A. E. (2002). *The School Counseling and School Social Work Treatment Planner*. New York, NY: John Wiley & Sons.

Jongsma, A. E., Peterson, L. M., McInnis, W. P., & Berghuis, D. J. (2006). *Adolescent Psychotherapy Progress Notes Planner*. New York, NY: John Wiley & Sons.

Knapp, S. E. (2003). *School Counseling and School Social Work Homework Planner*. New York, NY: John Wiley & Sons.

Physicians' Desk Reference. (2002). *PDR Drug Guide for Mental Health Professionals*. Montvale, NJ: Thomson Medical Economics.

Winkelstern, J. A., & Jongsma, A. E. (2006). *Early Childhood Education Intervention Treatment Planner*. New York, NY: John Wiley & Sons.

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Purpose of class:

The purpose of this course is to gain practical experience providing individual and small group counseling services to students in a middle school setting. In addition, students will learn about developmental features of middle-school aged students, how developmental factors impact the counseling process, and life events (e.g., divorce) that impact the development of students.

Objectives:

- To articulate a personal philosophy of counseling which is appropriate to setting
- To effectively establish a therapeutic relationship with a child, adolescent, and/or parents/caretakers
- To demonstrate advanced counseling skills and consultation skills
- To accurately assess client problems, goals, or needs
- To integrate the role of professional counselor
- To document therapeutic material appropriately
- To demonstrate appropriate ethical practices in settings
- To work appropriately with diverse populations
- To demonstrate a commitment to professional development
- To develop an understanding of the supervision process
- To conduct a professional self-evaluation

Evaluation Process:

The intern and on-site supervisor will complete a mid-term and final evaluation that will be submitted to the university supervisor. A **Written Evaluation** of the student's work will be provided by the university supervisor at the mid-point and end of the internship. Oral feedback will be given to the intern on a regular basis throughout the semester.

Note: If for any reason you have to cancel a scheduled supervision session or miss a group session, please let the university supervisor know as soon as possible. Remember that any session that is missed will have to be made up before the end of the semester.



Grading is difficult in certain counseling courses including this one. While there are some objective, cognitive, knowledge, factual, etc. aspects of the course, there are also very personal, subjective, affective, experiential ones. However, given the fact that one of your performance criteria in the Professional Counseling program is the passage of this course with a grade of "B-" or higher before you are allowed to enroll in internship, you will be given a grade.

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Class Assignments & Activities Used in Determining Practicum Grades	
Assignment/Activity	Points
Supervision Attendance	5
Supervision participation (which includes class and/or individual supervision attendance, online discussions of issues, and observing counseling sessions of your peers in the PSC)	5
Practicum Prospectus	5
Practicum Goals	5
Counseling Sessions (i.e., tape and all related materials submitted for review during supervision sessions)	10
Oral Presentation (Case)	10
Oral Presentation (Topic)	10
Self-Evaluation	5
Portfolio	10
Participation	15
Professional skill development (determined by Professor Stevens based on counseling performance in audio/videotapes and professional development/behavior evidenced in supervision)	20
TOTAL	100

Students who complete the aforementioned criteria satisfactorily (i.e., earn at least 94 points) will earn an “A.” Professor Stevens will give you periodic feedback to let you know which areas you need to work on to pass the course. Students’ professional skill development will be evaluated twice by Professor Stevens during the semester using the Counseling Skills Evaluation Form (CSEF).

The final grading system is as follows:

Points	Grade
94 – 100	A
90 – 93	A-
87 – 89	B+
84 – 86	B
80 – 83	B-
77 – 79	C+
74 – 76	C
70 – 73	C-
69 and below	F

Course Requirements:

1. Attendance

Individual/Small Group Supervision: Students are required to meet with the university supervisor during regularly scheduled sessions to be negotiated at the beginning of the semester. Students are also required to schedule and attend weekly meetings with the on-site supervisor approved by the program faculty. A **minimum of one (1) hour per week.**

Group Supervision: Students are required to attend and actively participate in group supervision. These sessions will be held weekly for approximately 1 1/2 hours.

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2. Practicum Prospectus

Students will be required to develop and submit a practicum prospectus (or contract) signed by the student and the on-site supervisor. This prospectus must receive approval by the university supervisor. The prospectus should include:

- activities the practicum will provide and the estimated percentage of time for each tasks that will be accomplished as part of the practicum experience
- designated places for student, site supervisor and university supervisor to sign

This assignment is due within two (2) weeks of the beginning of the practicum and must be signed by all parties prior to submission.

3. Performance of Contract

Students are responsible for fulfilling the negotiated contract during the practicum experience.

4. Liability Insurance

Students are required to obtain liability insurance from either the American Counseling Association (ACA) or the American School Counselors Association (ASCA). Obtaining insurance from either of the previously listed organizations will require you to obtain membership. You will be required to submit a copy of the insurance policy to the university supervisor within 2 weeks of the semester. Students must obtain a minimum of \$1,000,000 00 per incident/minimum \$1,000,000 aggregate.



5. Practicum Goals

Students will develop and submit goals to be accomplished during the practicum experience. A form will be provided to students for completion. These goals will be used during small group sessions.



6. Counseling Session Tapes

University Supervisor: Students are required to bring a minimum of one (1) audio or videotape to each individual supervision session for review. Written permission must be obtained from the client before taping and submission. Inaudible tapes will not be accepted.

Please bring the following items to each individual supervision session:

- **2 copies of the Tape Review Form**
- **2 copies of a script of approximately TEN (10) counselor responses from the tape being submitted (Do not include client responses).**
- **2 copies of the SOAP note completed for the client**
- **Audio equipment for reviewing sessions**

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Rules regarding tapes:

1. Tapes must be current, on-going sessions with a client. Tapes must be of recent sessions and cannot be submitted early.
2. Tapes must be audible.
3. If the student is having difficulty obtaining tapes, the student is responsible and may be unable to complete Practicum during the current semester.
4. Student is responsible for providing the proper equipment to review tapes in group and individual supervision sessions.
5. Tapes should be cued-up to the beginning of the tape.
6. Students should listen to tapes prior to submission.
7. Tapes and all relating documents must be kept confidential.

Students should select a representative group of tapes for review from the following categories:

- One Initial Session
- Two or Three sessions with one client
- A sample of your best work
- One group session (if conducting groups)
- One termination session

7. Oral Presentations

- Students will be required to present **one (1)** oral case presentation. Each case presentation will be limited to a 10 minute segment of tape. Students will be responsible for providing tape review equipment (i.e., recorders, VCRs). Guidelines for oral presentations will be provided.
- Students will be required to present a presentation on a specific topic related to working with children and/or adolescents. These topics must be approved by the supervisor. The student is encouraged to use a variety of options to share information with peers (e.g., videotapes, handouts, books, etc).

8. Self-Evaluation

Students will be required to conduct a self-evaluation in narrative form at the end of the semester. This reflection must be typed, double spaced, and at least 2 pages.

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9. Portfolio

Students should submit a portfolio presenting a culmination of their work during the practicum. This portfolio should be reflective of the practicum experience and may be used for any future interviews or job placements. The following sections should be included:



- **Student resume or vita**
- **Practicum self-reflection (See #8).**
- **A self-reflection paper that discusses the learning process thus far in the counseling program, strengths, limitations, future plans, etc.**
- **Documents from Practicum (e.g., logs, case notes, evaluations, etc.).**
- **Three (3) treatment plans developed for specific clients.**
- **Materials from seminars, workshops, training sessions related to counseling**
- **Volunteer work**

The portfolio should be organized based on sections listed above and will be evaluated based on content, organization, quality, scope of documentation, and creativity. (See Portfolio Scoring Rubric).

10. Online Journal and Discussion Board

Students will be required to keep a journal of their personal experiences regarding client sessions and readings from required textbooks. Specifically, students will be expected to provide personal reactions to readings from (1) *Clinical practice with adolescents*, and (2) *Solution-focused counseling in middle and high schools*. This journal will consist of weekly journal entries via Desire2Learn and should be a minimum of one (1) typed page, double-spaced. Journal entries should be typed in word-processing software and posted via personal page on Desire2Learn. Entries are due by 5 pm on the day of class and should be labeled with date and journal entry number (ex. Journal Entry #1; Sept 12, 2011). A hard copy of the on-line journal entries will be submitted at the end of the semester. This assignment is designed to provoke thought and self-reflection, therefore please be conscientious and specific with reactions. Hard copy of journal due at the last group supervision session. Students may be required to participate in discussion board sessions at the discretion of the instructor. These sessions will be assigned and discussed as determined by instructor.

11. Professional Organization

The MTUS Counseling Program strongly recommends that you obtain membership in the American Counseling Association, American School Counselor Association, and/or the Tennessee Counseling Association. Student memberships are available at a reduced rate, and allow you to become actively involved in local, state, and national activities, which serve to enhance your professional repertoire.

12. MTSU Professional Counseling Program Dispositions

Students in the Professional Counseling Program are required to demonstrate program Dispositions (being collaborative, ethical, professional, reflective, self-directed, and critical-thinking students) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions may be communicated to program faculty to be used as a component of the faculty's continuous evaluation of student progress. (See Professional Counseling Program Handbook at <http://www.mtsu.edu/~psych/counsel.htm> for details).

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Multicultural Education

Content and experiences in multicultural interactions will be acquired at the placement site. In addition, specific knowledge, skills, and cross-cultural awareness have been addressed in academic setting prior to placement and will be discussed and implemented in group and individual supervision.

Instructional Practices

Demonstration
Discussion and feedback
Role plays
Peer Review
Class Presentation

If you have a disability that may require assistance or accommodations, or if you have any questions related to any accommodation for testing, note taking, reading, etc., please speak with me as soon as possible. You may also contact the Office of Disabled Services (615.898.2783) with any questions about such services.

Scheduled Sessions and Assignment Deadlines:

- 1- Refreshing skills (Empathic responses, open ended statements, probes, reflective statements),
Practicum Prospectus Due
- 2- Self awareness, Strengths, Weaknesses, Role playing, Goals
- 3- Multicultural implications
- 4- Practical applications, Important Resources
- 5- Case conceptualization skills, (Clouds, Raindrops)- Oral Presentation
- 6- Holiday-No Class
- 7- Group work- Oral Presentation
- 8- Person Centered-Oral Presentation
- 9- Cognitive/CBT- Oral Presentation
- 10- Behavioral/ REBT- Oral Presentation
- 11- Reality/Gestalt- Oral Presentation
- 12- Solution Focused -Oral Presentation
- 13- Last day to collect hours/ Portfolio

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Research-Based Sources

American Counseling Association. (2005). *Code of ethics*. Alexandria, VA: Author.

American Psychiatric Association. (1995). *Diagnostic and statistical manual - IV*. Washington, DC: Author.

Baltimore, M. L., & Brown, L. L. (2003). *Clinical Supervisor Training: An Interactive CD-ROM Training Program for the Helping Professions*. Needham Heights, MA: Allyn & Bacon.

Bernard, J. M., & Goodyear, R. K. (2004). *Fundamentals of clinical supervision*. Needham Heights, MA: Allyn & Bacon.

Borders, L. D., & Brown, L. L. (2005). *The New Handbook of Counseling Supervision*. Alexandria, VA: Association for Counselor Education and Supervision.

Borders, L. D. (1991b). A systematic approach to peer group supervision. *Journal of Counseling and Development*, 69, 248-252.

Fall, M., Sutton, J. (2004). *Clinical Supervision: A Handbook for Practitioners*. Needham Heights, MA: Allyn & Bacon.

Falvey, J. E., (1987). *Handbook of Administrative Supervision*. Alexandria, VA: Association for Counselor Education and Supervision.

