

<b>Course</b>	<b>COUN 6000 Counseling Learning Practicum</b>
<b>Term, Day, Time</b>	Spring 1, 2010 – Tuesday – 6:30-8:00pm 1/5, 1/12, 1/19, 1/26, 2/2, 2/9, 2/16, 2/23, 3/2
<b>Instructor</b>	Name: Monica Ford-Davis, EdD Phone: (904) 655-7767 (cell) Email: <a href="mailto:prestigetrust@bellsouth.net">prestigetrust@bellsouth.net</a> or <a href="mailto:fordm@duvalschools.org">fordm@duvalschools.org</a>
<b>Catalog Description/ Content Area</b>	<p><b>COUN 6000 Counseling Learning Practicum</b> Students are required to complete a 10 week practicum in conjunction with their Counseling curriculum. This course requires permission of instructor and or the Counseling Program Coordinator or Counseling Advisor. Each student is required to plan his or her practicum with the Counseling Program Coordinator and or Counseling Academic Advisor before completion of 15 credit hours in the program. A formal practicum proposal must be submitted to the Counseling Program Coordinator or Counseling Advisor before a student can register for the practicum. A formal Practicum Agreement must be completed by the student and the practicum placement supervisor and submitted to the practicum instructor prior to the initial class meeting. Students are required to abide by the ACA <i>Code of Ethics</i> (2005) in their practicum experience. This is a nonpaid practicum. Prerequisite: completion of six (6) core courses in this major, two of which must be COUN 5020 and COUN 5800. This course may be repeated for credit. Seek advisement early in the program regarding program plan. The practicum is graded on the credit/no credit grading option. Additional fees are required of students in this course for professional liability insurance and purchase of taping equipment. Students are required to provide evidence of professional liability insurance prior to seeing clients. This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses; it is recommended that students reduce full time employment to part time employment during this course. Self -growth experiential activities are associated with this course content.</p> <p>Content Areas: professional practice, professional identity, helping relationships, professional orientation and ethical practice, diagnosis, assessment, social and cultural diversity</p>
<b>Knowledge and Skills Outcomes</b>	<p><b><i>Upon successful completion of this class students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Define a personal model and theory of professional clinical mental health counseling including: history, techniques, key tenets, role of counselor, nature of change, client counselor relationship; empirical support, perspective on cultural diversity; and contemporary proponents of the theory/model;</li> <li>2. Be familiar with professional counseling organizations, professional counseling standards, and credentials relevant to the practice of</li> </ol>

	<p>professional clinical mental health counseling in your state;</p> <ol style="list-style-type: none"> <li>3. define ethical and legal considerations specifically related to the practice of professional clinical mental health counseling;</li> <li>4. Demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling;</li> <li>5. define the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning;</li> <li>6. label the importance of family, social networks, and community systems in the treatment of mental and emotional disorders;</li> <li>7. describe a favored self-care strategy and implement it throughout the term;</li> <li>8. Describe and demonstrate procedures for assessing and managing harm to self (suicide) and harm to others (homicide) risk;</li> <li>9. Define appropriate counseling strategies when working with clients with addiction and co-occurring disorders;</li> <li>10. Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate;</li> <li>11. Demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations;</li> <li>12. Describe and demonstrate protocol related to mandatory reporting (hotlining) various abuse situations (sexual, elderly, physical) in your state; and</li> <li>13. Demonstrate skill in conducting an intake interview and a mental status evaluation.</li> </ol>			
<p><b>Materials</b></p>	<p>Jongsma, A.E. (2006). <b>The Complete Adult Psychotherapy Treatment Planner</b>. (4th Edition).Wiley. ISBN# 978-0-471-76346-8</p> <p><b>To Order Textbooks go to the local North FL website @ <a href="http://www.webster.edu/jack">www.webster.edu/jack</a> and click on Order Textbooks or go directly to <a href="http://www.mbsdirect.net">www.mbsdirect.net</a>.</b></p> <p><b>Note: Textbooks should be ordered 2 weeks prior to class to ensure delivery.</b></p> <p>Students are required to evidence procurement of professional liability insurance prior to interacting with practicum clients. A copy of the insurance face sheet is to be placed in the students official student file located in the campus office.</p>			
<p><b>Method of Instruction</b></p>	<p>Define the modes of instruction here. Include various modes to meet various learning styles including lecture, experiential, writing, research, discussion, and any other mode appropriate for this course. Insure use of more than two modes.</p>			
<p><b>Grading</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"></td> <td style="width: 40%; text-align: center;"><b>Assignments</b></td> <td style="width: 30%; text-align: center;"><b>Maximum Points</b></td> </tr> </table>		<b>Assignments</b>	<b>Maximum Points</b>
	<b>Assignments</b>	<b>Maximum Points</b>		

	<table border="1" data-bbox="548 191 1479 768"> <tr> <td>• Presentation Guidance Lesson</td> <td>10 Points</td> </tr> <tr> <td>• Weekly debriefings</td> <td>20 Points</td> </tr> <tr> <td>• Oral presentation of case study</td> <td>10 Points</td> </tr> <tr> <td>• Electronic time logs signed by supervisor</td> <td>20 Points</td> </tr> <tr> <td>• Evaluations (Mid-term ,Final, Student Site, Thank you note)</td> <td>10 Points</td> </tr> <tr> <td>• Guidance Resources</td> <td>10 Points</td> </tr> <tr> <td>• Practicum notebook</td> <td>20 Points</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>100 Points</b></td> </tr> </table> <p data-bbox="488 806 1450 1213">The grading of this course has a subjective component to it based upon the professional experience of the instructor. The Counseling faculty recognize that counseling skills and counselor effectiveness cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should <i>demonstrate marked progress toward the course objectives</i> as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect <i>not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor</i>. For example, it is possible to excel academically and receive a final grade less than an A or B. Thus, all grades will reflect a combination of <i>objective and subjective</i> assessment.</p> <p data-bbox="488 1251 1450 1451"><b>Note that writing competency is important in graduate school. The grade penalty is heavy for lack of simple proofing of grammar and spelling on all assignments.</b> As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/counseling to write professionally. Take this task seriously and consult the Academic Resource Center for assistance.</p>	• Presentation Guidance Lesson	10 Points	• Weekly debriefings	20 Points	• Oral presentation of case study	10 Points	• Electronic time logs signed by supervisor	20 Points	• Evaluations (Mid-term ,Final, Student Site, Thank you note)	10 Points	• Guidance Resources	10 Points	• Practicum notebook	20 Points	<b>TOTAL</b>	<b>100 Points</b>
• Presentation Guidance Lesson	10 Points																
• Weekly debriefings	20 Points																
• Oral presentation of case study	10 Points																
• Electronic time logs signed by supervisor	20 Points																
• Evaluations (Mid-term ,Final, Student Site, Thank you note)	10 Points																
• Guidance Resources	10 Points																
• Practicum notebook	20 Points																
<b>TOTAL</b>	<b>100 Points</b>																
<b>Activities</b>	<p data-bbox="488 1493 1450 1661"><b>Guidance Lesson:</b> Present to the class a lesson that has been presented in the school setting. The lesson should include a lesson plan in the Standards-based Workshop Model. This model includes the following sections: Opening, Mini Lesson, Work period and Closing</p> <p data-bbox="488 1698 1450 1900"><b>Weekly Debriefing of Cases:</b> Debriefing is an opportunity for the student to demonstrate their knowledge of the field of counseling. It is also an opportunity to demonstrate skills gained in the pursuit of this expertise. The instructor’s preference is to receive a one page summary of the preceding week’s activities via the email account above.</p>																

**Oral Presentation of Case Studies:**

You should select a client with whom you are having some difficulty. Use the guidelines presented in class, and present your case to the class for critique.

**Resume:**

Develop a personal resume that you will use during interviews.

**Time Logs:**

A time log is to be completed on a weekly basis that reflects the time the intern spends completing direct, non-direct, and supervision hours. Use the electronic timesheet that located on Blackboard and [www.webster.edu/jacksonville](http://www.webster.edu/jacksonville) under student resources, counseling forms and documents, excel timelog.

**Evaluations:**

All students must complete the following.

- Student's Site evaluation (Typed)
- Thank you note to Site/Qualified Supervisor
- Evaluation by Site/Qualified Supervisor is to be turned in, in a sealed envelope with the supervisor's signature across the seal.

**Practicum Log Notebook:**

The Practicum Notebook should include the following with **section dividers**:

1. Syllabus
2. Completed Practicum Packet including copy of insurance documentation
3. Completed Time Logs for required hours
4. One page debriefing on all counseling done each week
5. Complete one treatment plan or guidance lesson that you have implemented in the school setting.
6. Complete and Individual Counseling Session Critique (1) each term.
7. Final Project: Write a two page analysis of your Practicum setting (Refer to Final Project information)
8. Resume
9. Complete State forms for Examination, Internship or Certification.(Refer to the document "Steps to Obtaining Teacher Certification in Florida and Important Phone Numbers and Addresses)

**Class Participation and Attendance:**

- Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the instructor should withdraw from the class. The University reserves the right to

involuntarily drop enrolled students from classes, which they do not attend. **PLEASE BE ADVISED:** Students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.

- Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor's Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the term ends.
- Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise.
- Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes.
- Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class.
- A maximum of 10 points will be awarded based on the level and quality of participation and preparation.
- Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional two points.
- All assignments are due as detailed in the Course Schedule.
- Late assignments will be accepted, if they are turned in **no later** than one week later, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point.
- Late assignments will not be accepted for the final assignments the last session of the course to allow timely completion and grades to be submitted.
- An in-class discussion forum will be established in which students are required to make comments and contributions of relevant current events. Contributions will be verbal and are usually presented at the beginning of each class session.
- As prescribed by Webster University, the instructor will assign students a one-page written assignment for each hour of class missed. Inadequate completion of these projects will result in zero points for the entire "Class Participation and Homework" component of the final grade.

Students must complete supervised practicum experiences that total a minimum of 100 clock hours. Each student's practicum includes all of the following:

1. At least 40 clock hours of *direct service* with actual clients that contributes to the development of counseling skills.
2. Document weekly practicum activity on the Weekly Activity Log that

	<p>is submitted to the university supervisor/instructor.</p> <ol style="list-style-type: none"> <li>3. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.</li> <li>4. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.</li> <li>5. Evaluation of the student's counseling performance <i>throughout</i> the practicum, including documentation of a formal evaluation at the midterm and end term of the practicum.</li> </ol> <p>Students are required to implement a preferred self-care strategy throughout the term.</p>
<p><b>Policy Statements: University Policies</b></p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p><b><u>Academic Honesty</u></b> The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p><b><u>Drops and Withdrawals</u></b> Be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals in the Graduate Studies Catalogue to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p><b><u>Special Services</u></b> If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p><b><u>Disturbances</u></b> By university policy, every student is entitled to full participation in class without interruption. Therefore, disruption of class is not acceptable. <b>Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises.</b> Students who engage in disruptive behavior, including disrespectful comments or behaviors, lack of attendance, silence and or lack of participation, monopolization of class discussion, behaviors not consistent with a counselor in training, etc., are subject to disciplinary action potentially</p>

	<p>including meeting with the Counseling Advisory Committee, removal from the course, and or dismissal from the program.</p> <p>The carrying of weapons onto campus is forbidden.</p> <p><b><u>Conduct:</u></b>  Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University’s function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:</p> <ol style="list-style-type: none"> <li>1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.</li> <li>2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.</li> <li>3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.</li> <li>4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.</li> </ol> <p>Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.</p> <p>Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook and the Student Handbook for Counselor Education.</p>
<b>Course Policies</b>	<p><b><u>Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:</u></b>  In the interaction between class members, self-disclosure and personal</p>

examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., **what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends**. Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, **the student risks a failing grade** in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important **that everyone feels safe, comfortable, and free** to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another's positions; relating to others in an empathic manner occurs in class *just as with clients*. You are encouraged to make your feelings and thoughts known, yet, to **do so in a "counselor manner", i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills**. This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, **openness to supervision and instruction** by the instructor can become an issue for some students and is, therefore, emphasized here. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from instructor; seeking out needed experiences, feedback, etc., in a proactive way; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

#### ***ACA Code of Ethics (2005)***

*Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors.*

*(See C.1., H.1.)*

#### **Cell Phones**

	<p>Turn off all cell phones during class unless otherwise advised by the instructor.</p> <p><b><u>Academic Integrity</u></b>  All of your work in this class should be original to you and to this class. You are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. You may continue to explore an area of interest, but you must do new or additional research and writing.</p> <p>Recycling papers from other coursework is not acceptable.</p> <p>According to the <i>Publication Manual of the American Psychological Association</i> (2001), plagiarism involves presenting the work of another as if it were your own work. It is very important that you give appropriate credit to others when you use their work. If you paraphrase someone else's work, you must also give them credit with a citation.</p> <p><b>All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work.</b> Plagiarism will not be excused by ignorance on the student's part. If you believe that you do not have a clear understanding of plagiarism, see your instructor immediately and before any written work is turned in.</p> <p><b><u>Course Attendance:</u></b>  The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Absences will result in a significant loss of learning, which will not be recouped through borrowing a classmate's notes. <b>Students are expected to attend all class sessions of every course.</b> It is expected that you will come to class having completed the reading assignments and will ask questions and participate in all activities. You may also be asked to self-disclose in a training environment.</p> <p>The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. See <i>Grading</i> for further information.</p> <p><b>Note:</b>  To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.</p>	
<p><b>Weekly Schedule</b></p>		<p><b>Pre-Assignments for Session 1:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>
	<p><b>Session 1/2</b></p>	<p><b>THEME: High School Credits and College Requirements</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Review syllabus and assignments</li> <li>• High school credits and College Requirements</li> </ul>

		<ul style="list-style-type: none"> <li>• ASCA Standards</li> <li>• Blackboard procedures</li> </ul>
	<b>Session 3/4</b>	<b>THEME: Social skills</b> <ul style="list-style-type: none"> <li>• Oral Presentation of Case Studies</li> <li>• Guidance Lessons</li> <li>• Guidance materials (books &amp; videos)</li> <li>• Debriefings</li> </ul>
	<b>Session 5/6</b>	<b>THEME: The Economy and Education</b> <b>Topics:</b> <ul style="list-style-type: none"> <li>• Oral Presentation of Case Studies</li> <li>• Guidance Resources</li> <li>• Guidance Lessons</li> <li>• Debriefings</li> </ul>
	<b>Session 7/8</b>	<b>THEME: Crime in Schools</b> <ul style="list-style-type: none"> <li>• Oral Presentation of Case Studies</li> <li>• Guidance Curriculum</li> <li>• Guidance Lessons</li> <li>• Debriefings Oral Presentation of Case Studies</li> </ul>
	<b>Session 9</b>	<b>THEME: School Teacher Fair and Certifications</b> <b>Topics:</b> <ul style="list-style-type: none"> <li>• Oral Presentation of Case Studies</li> <li>• Guidance Lessons</li> <li>• Debriefings Oral Presentation of Case Studies</li> <li>• <b>Resumes due</b></li> <li>• <b>All Evaluations due</b></li> <li>• <b>All Time logs Due</b></li> <li>• <b>Practicum Notebook Check</b></li> </ul>

Reviewed by: *Dr. Stephanie Vavilala*

Job Title: Counseling Coordinator

Date: 11/30/09