

Counseling Learning Practicum I

COUN-6100

F2 2021 Section BH 1.5 Credits 10/18/2021 to 12/17/2021 Modified 08/30/2021

Meeting Times

Monday, 6:00 PM to 8 PM

Contact Information

Instructor: Ralph Clark LMFT-S, LCMHCS

Email: ralphclark45@webster.edu

Phone: 757.814.8922

Description

Students are required to complete two terms of Practicum in conjunction with their Counseling curriculum. Registration for these two terms of Practicum requires permission of the faculty supervisor and or the Counseling Program Coordinator or Counseling Advisor; appendix D from the Clinical Handbook and a copy of the site supervisor's license have to be provided to the faculty supervisor in order to register for this course. Some field experience sites require background checks and or letters of recommendation for field experience from the University in order to be accepted into field experience. In these instances, it is the student's responsibility to pay for and provide the background check and or communicate with their faculty advisor to receive a letter of recommendation. The *Practicum Agreement* must be reviewed and appendices B, C, and D of the Clinical Handbook signed by the student and the practicum site supervisor and submitted to the practicum faculty supervisor/instructor by the initial class meeting.

The practicum is graded on the credit/fail grading option. No grades of Incomplete are permitted, hence, students should be prepared to complete all required clinical hours in the field experience. For Practicum students taking leave due to Military or exceptional medical situations, see the Counseling Program Advisor and the Practicum Faculty Supervisor/Instructor for grade completion options. This course may be repeated for credit. 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.

Students are required to abide by the ACA *Code of Ethics* (2014) in their practicum experience and throughout their Webster counseling program. Practicums are nonpaid.

Content Areas: professional practice, professional identity, helping relationships, professional orientation and ethical practice, diagnosis, assessment, social and cultural diversity.

Requisites

This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Students will be required to complete 40 direct hours (of 100 total) total for both terms; grades of Incomplete are not provided--hours must be completed. Students are encouraged to withdraw from Practicum 6100 and or 6200 before week 6 of the each term for those field experience sites that cannot provide the required clinical hours.

Students will be required to meet for a minimum of 50 minutes of uninterrupted time with their site supervisor; and a minimum of 90 minutes (or more) of group supervision with the Practicum class. Weekly skills evaluations and activity logs are a critical component of this course. Self-growth experiential activities are associated with this course content.

2016*/2009 CACREP Standards**	Corresponding assessments
Develop and evidence proficiency with basic skills and essential counseling skills (including active listening sequence, minimal encouragers, paraphrasing and reflection with feeling; effective questioning, therapeutic silence; appropriate interpretation of CL underlying meaning; identification of CL patterns and or issues; emotional engagement with CL and elimination of barriers to communication including advice giving, non therapeutic praising and reassurance, befriending, moralizing, analyzing, and judging) (2009 CACREP standard II.G.5. c.; and 2016 2.F.5.g.); and counselor characteristics and behaviors that influence the helping process (2016 2.F.2.f.)	Live supervisions/Skills Tape Evaluation (STE); PSE and Typescript2 with STE
Describe self care strategies appropriate to the counselor role (CACREP 2009 standard II.G.1.d.; CACREP 2016 standard 2.F.2.l.)	Self Care Paragraph
Describe and demonstrate procedures for assessing crisis intervention and suicide prevention models, including the use of psychological first aid strategies (CACREP standard II.G.5.g.) and abilities to use procedures for assessing and managing suicide risk (CACREP standard CMHC D.9.; and 2016 2.F.5.1.); and procedures for assessing risk of aggression or danger to others, self-inflicted harm or suicide (2016 2.f.7.c.); and procedures for identifying trauma and abuse and for reporting abuse (2016 2.F.7.d)	Reading Quiz 1
Define and demonstrate ethical and legal considerations specifically related to the practice of professional clinical mental health counseling (2009 CMHC A.2.; 2016 5.C.2.l.)	PSE
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 (CACREP 2009 standard CMHC D.9.)	PSE
Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management (CACREP 2009 standard CMHC H.2; and 2016 5.C.3.a.); and developmentally relevant counseling treatment or intervention plans (2016 2.F.5.h; and 2016 5.D.2.m.)	Typescript 1 with STE
Applies current record keeping strategies related to clinical mental health counseling (CACREP standard CMHC D.7; and 2016 2.F.1.m.)	Note check
Counseling supervision models, practices and processes (CACREP standard II.G.1.e)	PSE & Typescript 2 with STE

*2016 CACREP standards apply to the Clinical Mental Health Counseling track actively preparing for CACREP accreditation at the following campuses: Columbia, Charleston, and Myrtle Beach.

**2009 CACREP standards apply only to the Clinical Mental Health Counseling track at the Webster Groves campus.

While the program at is neither accredited nor currently actively preparing for accreditation at other campuses, students at other campuses and/or enrolled in other tracks are still held to these standards as these represent best practices in the field of counselor education.

Materials

The counseling practicum and internship manual

Author: Hodges, S.

Publisher: Springer Publishing

Edition: Third
ISBN: 978-0-8261-4302-0

Recording device

Purchase, rent, or borrow video or audio equipment for the required taping of client sessions. Ensure that you use the provided informed consent form for taping—TAPED SESSIONS MUST INCLUDE AN INFORMED CONSENT SIGNED BY THE CLIENT AND AGREED TO BY THE SITE SUPERVISOR. If you have any questions related to this practice, see the professor prior to taping. Recorded sessions should be stored securely under a lock or a password and should be erased after both site and faculty supervisors evaluate them.

Tevera Field Placement and Assessment Management Program

Access to Tevera is provided through registration in COUN 0200

Book chapters

Bauman, (2009). *Suicide*. In Bauman, Essential Topics in Counseling.

Bauman, (2009). *Sexual Abuse*. In Bauman, Essential Topics in Counseling

Optional

Before you see your first client: 55 things, counselors, therapists, and human service workers needs to know.

Author: Rosenthal, H.

Publisher: Taylor & Francis

Edition: 2004

Optional

Counseling strategies and interventions

Author: Cormier, S. & Hackney, H.

Publisher: Pearson

Edition: 8th

Optional

The counselor and the law

Author: Wheeler, S. M.

Publisher: American Counseling Association

Edition: 7th

Optional

Making changes last

Author: Kottler, J.

Publisher: Routledge

Edition: 1st

Optional

Deliverables

Pre-practicum requirement: Proof of professional liability insurance

Students are required to evidence procurement of professional liability insurance *prior to interacting* with practicum clients or prior to class beginning, whichever comes first. A copy of the insurance face sheet is to be provided to the faculty supervisor and placed in the student's file located in the campus office.

Clinical field experience contact hours

Students must complete supervised practicum experiences that total a minimum of 100 clock hours total, for the combined terms of Practicum (50 hours total in each 1.5 cr hour term). Each student's total practicum experience (both terms) includes all of the following:

1. At least 40 clock hours of *direct service* with actual clients (total for both terms of Practicum; 20 direct hours with clients in each term of Practicum) that contributes to the development of counseling skills.
 - *Note: You are not allowed to conduct substance abuse counseling if you have not completed COUN 5630, Substance Abuse; or conduct family counseling if you have not completed Family Systems Theory, COUN 5540.*
2. Documentation of weekly practicum activity (hours) on the Weekly Activity Log that is signed by the site supervisor and submitted to the faculty supervisor/instructor.
3. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a site supervisor who is working in consultation with the practicum faculty supervisor in accordance with the supervision contract.
4. A minimum of 5 hours per week of group supervision that is provided on a regular schedule throughout the practicum by the practicum faculty supervisor.
5. Evaluation of the student's counseling performance *throughout* the practicum, including documentation of skills on a formal evaluation at the midterm and end term by the site supervisor; and regular skills observation and evaluation by the faculty supervisor with a mid term and end term review of course skills.

For all clients, you or your site supervisor are required by ACA Ethical Code (2014) to:

- Conduct an intake interview including informed consent and statement of confidentiality (may use related documents or format of site)
- Write a case note immediately after every session (per official practice of site)
- Review case notes immediately prior to each session (per official practice of site)
- Make and maintain weekly appointments with clients (per site)
- Make and maintain weekly appointments with your site supervisor

Write a treatment summary *after the termination* of each counseling client (per official practice of site)

Self care

Burnout is a common occurrence in mental health professionals who do not practice some form of self-care. Self care practices include weekly (or more) occurrences of focused, purposeful mind and body relaxation by the student counselor. The practice of relaxation is meant to de-stress from the clinical experience as well as train your body to remain calm in stressful situations thereby enabling you to destabilize a situation. It is also models appropriate responses for the client. Examples of self care include but are not limited to breath work, meditation, prayer, fictional reading, visualization. Note that exercise, while increasing endorphins in the body, should be in addition to a relaxation practice and not in place of. Note that watching TV and or playing with kids, while enjoyable, is not considered a self care strategy.

You will implement a preferred self-care strategy throughout this term and write a paragraph at the end of the term regarding what you learned about yourself from practicing the technique in addition to how it worked for you and or what you would change about it if it did not work for you.

Audio/video recordings

Rent, borrow, or purchase digital taping equipment for the required counselor skills presentation tapes (2 or more) made in client sessions.

Ensure that you use the provided informed consent form for taping—ALL TAPED SESSIONS MUST INCLUDE AN INFORMED CONSENT SIGNED BY THE CLIENT AND BE AGREED TO BY THE SITE SUPERVISOR. This form is given to the faculty supervisor. If you have any questions related to this practice, see the professor prior to taping.

No personal phones, laptops or tablets are to be used to tape sessions with clients.

No session recording or informed consents are to be sent via electronic submission due to lack of confidentiality.

*****PER ETHICAL CODE RELATED TO CONFIDENTIALITY, all tapes must be kept in a secured location and are required to be destroyed at the end of the term.**

Weekly activity logs

Keep track of your clinical activities on a weekly basis using the Weekly Activity Log (see worldclassroom.webster.edu).

- 1) Give these to your site supervisor at the end of each week to be reviewed and signed.
- 2) Turn in the logs to the Practicum faculty supervisor at the midterm and end term with totals (direct and indirect) tallied.
- 3) Write the logs in ink as pencil lead dissipates over time.
- 4) Ensure that you make a copy of each log and keep in a secured location for your future record (license) keeping. Electronic copies of the logs are not accepted by the faculty supervisor.

These are due on specific dates. Prepare appropriately by having them signed by the site supervisor by the due dates.

Live supervision

Live group supervision will occur wherein students will take the role of counselor and as client. Each student will take the role of counselor and client in a live supervision at least once during the semester. Non-defensive openness to group and supervisor feedback as a recipient is critical. Non critical feedback to the recipient is necessary; Use your developing counseling skills and interpersonal skills when providing feedback to a student counselor. You will be graded on providing feedback and receiving feedback.

Group supervision is about providing feedback regarding skills to the student counselor; it is not about co-therapy. In other words, group supervision is not about assisting the student counselor in determining client outcome but in assisting the student counselor in developing competent skills. (see Classroom Safety and Notes, 2., below)

Group Supervision check in: limited to 2-5 minutes per person unless the following: you hot lined that week, you were involved with a client session where client was openly suicidal or homicidal, or you need consultation.

NOTE: All students are free to contact the faculty for consultation any day at nearly any time, via cell. Please reach out if confused or needing guidance or support.

Always reach out if you need consultation and cannot reach site supervisor, or if a concern arises with site supervision.

Individual supervision sessions

Meet with your assigned site supervisor for individual supervision once per week for a minimum of 50 minutes. If you experience difficulty with your site supervisor, take the following steps immediately: Consult the Practicum faculty supervisor asap, discuss the difficulty with the site supervisor immediately, and follow up with the faculty supervisor regarding the outcome of your discussion with the site supervisor. The faculty supervisor will guide you if further intervention is necessary.

Being released from a Practicum site will result in a final grade of F or NC for the Practicum course and all hours will be lost. It is imperative that you make the faculty supervisor aware of any concerns immediately and that you work closely with the site supervisor to resolve those concerns per the ACA *Code of Ethics* (2014).

You may be required to meet with the Practicum faculty supervisor outside of class for additional individual supervision if you are not progressing at a rate consistent with the course or are experiencing difficulties on site. Cooperation is necessary.

Group Supervision check in

Group Supervision check in: limited to 2-5 minutes per person unless the following: you hot lined that week, you were involved with a client session where client was openly suicidal or homicidal, or you need specific consultation.

2 Case Conceptualizations

Constructing a written case narrative that conceptualizes the onset, presentation, and treatment of a client presenting issue including goal setting with the client and understanding counselor goals as supporting milestones to the client goal.

✓ Evaluation

Criteria

In addition to the criteria below, completion of all required hours and agency service is required to pass this course

Type	Weight	Topic	Notes
Attendance and participation	30 points		
Case Conceptualizations	20 points each		
Selfcare Plan/Reflection Paragraphes	10 points each		
Live session skills evaluation	20 points each		
Clinical case notes	5 points each		
Faculty PSE	50 points		
Site supervisor PSE	25 points		

Breakdown

Grade	Range	Notes
CR	276-345	Work that is performed as satisfactory graduate work (B- or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses.
NC		Unsatisfactory graduate work; also, per the Professional Counseling Program, grade of NC equals, no credit for lack of completion of course requirements including clinical hours, lack of sufficient progress in counseling and interpersonal skills and openness to supervision.
F		Work that is unsatisfactory; also, per the Professional Counseling program, grade of "F" relates to unethical and or unsatisfactory work; being released from a field site for any reason may result in an automatic F for course; grade of F may result in dismissal from program especially if associated with ethical violation

Schedule

Course Calendar and Required Readings:

Below is a tentative schedule of main topics to be used in preparing for classes. Deviations from the schedule may occur as class discussions will primarily correlate to counseling and supervision sessions. **You are responsible for understanding the material and discussing the material in relation to your practicum experience** on the date on which the reading is listed below. Lecture over the content of the readings will not occur but you are expected to be able to discuss and or present on topics and possibly complete a pop quiz for a particular reading. Take notes during discussion time as these are critical topics and they will show up in your practice-- Then study the notes so you don't blank when the situation arises in session. You will be quizzed over the readings. Quizzes will take the form of scenarios and you will be expected to draw on the readings for the answers. For each class period, be prepared to discuss how you will apply the reading content to your counseling sessions. Completing the reading assignments and discussing the content in class will be critical to your participation grade. You are expected to speak up in each class discussion as your comments reflect your developing skills.

You are expected to act as a responsible counselor in training and skip ahead and or review readings as necessary dependent on the type of client that you have and the stage of counseling that you are experiencing. Readings are heavy in the initial portion of the term in order to prepare you for your client interactions and lighter toward the end of the term.

Note, this is a 9-week course, but the schedule below reflects an 18-week schedule. This is because we conceptualize of COUN 6100 & 6200 (Practicum 1 & 2) together as a semester-long experience. The schedule below reflects activities and due dates for both COUN 6100 and 6200 together to give you an idea of how to plan for the duration of your practicum experience.

When	Topic	Notes
Class 1	Preparing for practicum	<p>READINGS DUE</p> <p>ACA Code of Ethics https://www.counseling.org/Resources/aca-code-of-ethics.pdf</p> <p>AAMFT Code of Ethics https://www.aamft.org/imis15/Content/Legal_Ethics/Code_of_Ethics.aspx</p> <p>Department of Professional Counseling MA in Counseling Clinical Handbook 2020-2021 http://www.webster.edu/documents/space-coast/counseling/counseling_forms/clinical_handbook_updated_2020.pdf</p> <p>HODGES, S (2021):</p> <p>Chapters 1-3, 8</p> <p>CLASS:</p> <ul style="list-style-type: none"> • DUE: PROOF OF LIABILITY INSURANCE • DUE: <i>Professional Practicum Agreements</i> signed documentation—Appendices B,C, and D if not already turned in • Complete site supervisor contact information (Appendix D) • Course Introduction and Syllabus Overview • Sign up for live supervision sessions • Red Flags • Case Conceptualization • Skills Tape Evaluation (STE) • Professional Skills Evaluation Form (PSE) • Theories
Class 2	Crisis Management	<p>READINGS DUE:</p> <p>Phillips, et al. (2016)</p> <p>Tarasoff v. Regents https://www.casebriefs.com/blog/law/torts/torts-keyed-to-dobbs/the-duty-to-protect-from-third-persons/tarasoff-v-regents-of-university-of-california/</p> <p>Appelbaum, P. S. (1985)</p> <p>Gregory v. Kilbride https://casetext.com/case/gregory-v-kilbride</p> <p>NC Psychology Board Newsletter http://ncpsychologyboard.org/data/documents/June-2017-Newsletter.pdf</p> <p>HODGES, S (2021):</p> <p>Chapter 9</p> <p>ASSIGNMENTS DUE:</p> <p>Self care plan</p> <p>CLASS:</p> <ul style="list-style-type: none"> • Check in/ Red Flags • Crisis Management • Discussion: Informed consent. Assessing for suicidal and homicidal ideation. No Harm contracts

When	Topic	Notes
Class 3	Addiction; continuing supervision	<p>READING DUE:</p> <p>ASAM Policy</p> <p>Benfield, J (2018)</p> <p>ASSIGNMENTS DUE:</p> <p>Case Conceptualization 1</p> <p>CLASS:</p> <ul style="list-style-type: none"> • Check in/Red Flags • Discussion: Assessing for substance abuse and sexual abuse and mandatory reporting in field experience.
Class 4	Multicultural issues, assessing substance abuse; continuing supervision	<p>READINGS DUE:</p> <p>Matthews, Barden & Sherrell (2018)</p> <p>DSM-V Cross cutting Measure https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/assessment-measures</p> <p>HODGES, S (2021):</p> <p>Chapters 4, 7</p> <p>ASSIGNMENTS DUE:</p> <p>Clinical Notes Due</p> <p>CLASS:</p> <ul style="list-style-type: none"> • check in/Red Flags • Discussion, handling multicultural matters in session
Class 5	Continued Supervision	<p>READINGS DUE:</p> <p>APA_DSM-5-Depression-Bereavement-Exclusion.pdf</p> <p>ASSIGNMENTS DUE:</p> <p>Selfcare Reflection Paragraph</p> <p>PSEs due</p> <p>CLASS:</p> <ul style="list-style-type: none"> • Check in/Red Flags • Appropriate grieving in clients, DSM • Supervision

When	Topic	Notes
Class 6	Case Notes	<p>READINGS DUE:</p> <p>HODGES, S (2021):</p> <p>Chapter 5</p> <p>ASSIGNMENTS DUE:</p> <p>CLASS:</p> <ul style="list-style-type: none"> • Check in/Red Flags • Discuss case notes • Supervision
Class 7	Ending the Therapeutic Relationship	<p>READINGS DUE:</p> <p>HODGES, S (2021):</p> <p>Chapter 12</p> <p>ASSIGNMENTS DUE:</p> <p>Revised Self care Plan</p> <p>CLASS:</p> <ul style="list-style-type: none"> • Check in/Red Flags • Discuss Termination • Supervision
Class 8	Continuing supervision	<p>READINGS DUE:</p> <p>None</p> <p>ASSIGNMENTS DUE:</p> <p>Case Notes</p> <p>CLASS:</p> <ul style="list-style-type: none"> • Check in/Red Flags • Supervision
Class 9	Continuing supervision	<p>READINGS DUE:</p> <p>None</p> <p>ASSIGNMENTS DUE:</p> <p>Case Conceptualization</p> <p>Final Reflection on Self care Plan</p> <p>Site PSE</p> <p>CLASS:</p> <ul style="list-style-type: none"> • Check in/Red Flags • Supervision

Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:

In the interaction between class members, self-disclosure and personal 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.

Self growth activities are required by ethical Code (ACA 2014) in counselor education as an integral component to development of counselor self-awareness and formation of self. During any self disclosure (such as in live supervision sessions), students should consider in advance the topic they choose to discuss. At any time, during any self disclosure, students are always reserved the right to stop disclosing at their discretion. While self-growth activities are a part of counseling courses, students are advised to consider the level of self-disclosure and comments that they make as they may be held accountable for comments made in class that may be construed as harmful in nature to another or to them.

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.

Point of critical understanding: In a practicum or internship, you are counseling under the professional licenses of the site supervisor and the faculty supervisor. Hence, if a client is hurt on your watch, the supervisors' licenses are liable. Therefore, it is critical that field experience students are open to and apply the supervision they receive. 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 in the program (to peers, faculty and or staff) are subject to remediation by the Counseling Advisory Committee at the campus. You are a counselor in training—you must evidence that at all times while participating in the MA in Counseling program including while in field experience and all classes. See the Webster *Counseling Student Handbook* and or catalog for further detail.

Note all due dates

All assignments are to be turned in at the beginning of class on the day they are due. Prepare for this and have your tapes and papers completed and or signed in time to turn them in on the due date at class start. ***Be proactive and have your work prepared ahead of time in order to not be held back by a supervisor or client no-show.*** Problems with meeting deadlines should be discussed with your faculty supervisor as soon as possible; however, late points will still apply. As mentioned, you may complete all practicum hours and still fail this course if accumulated points do not add up to 76%.

ACA Code of Ethics (2014)

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

Turn off all cell phones during class unless otherwise advised by the instructor. If you have a potential emergency brewing during class time and need to be available by cell (sick child, dying relative, suicidal client) you are required to notify instructor at the beginning of class and take any call outside of class. More than one of these events will require a personal meeting with the instructor scheduled for non class time.

Laptops and social media

No use of laptops during class time.

Academic integrity

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.

Recycling papers from other coursework is not acceptable.

According to the *Publication Manual of the American Psychological Association* (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.

All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work. 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.

Attendance and participation

Course Attendance:

The University reserves the right to drop students who do not attend class the first week of the term/semester. **The counseling**

program reserves the right to drop a student who misses two classes or more during the term/semester. Any absence or tardiness in this accelerated program will result in a significant loss of learning. Students are expected to attend all class sessions of every course. Additionally, students are expected to come to class on time, *having completed the reading assignments, ask questions and participate in all activities, as well as write at a graduate level*. Students coming to class more than 30 minutes late or leaving class early will be considered 'Absent' for the class session.

It is expected that you arrive to class having an understanding (not just having read) of the reading assignments and prepared to discuss the material in relation to your practicum experience and or pop quiz scenarios presented by the faculty supervisor. A percent of your grade is determined by classroom discussion/participation.

You will be required to self-disclose in this course. Therefore, when it is your turn to present as a client, ensure that you have thought through the issue you would like to discuss so you do not discuss an issue that may leave you uncomfortable.

Participation

Participation is required in all counseling courses. Counselors are often required to lead group counseling, educate large groups on various topics, present in court, and perform public presentations of various types. Students who have difficulty speaking out loud in class, making presentations to the class, and participating in class discussions regularly should consider a different career path or face the potential of being dismissed for lack of performance. Students are subject to appropriate academic penalty for incomplete or unacceptable work, or for excessive or unexcused absences (see *Course Attendance* section for this). See the *Grading* section on individual course syllabi for further information.

Note:

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.

Institutional Policies

Academic Policies

Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

Undergraduate Studies Catalog

The Undergraduate Studies Catalog contains academic policies that apply to all undergraduate students. The *academic policies and information* section of the catalog contains important information related to **attendance, conduct, academic honesty, grades, and more**. If you are an undergraduate student, please review the catalog each academic year. The current Undergraduate Studies Catalog is at:

<http://www.webster.edu/catalog/current/undergraduate-catalog/> (<http://www.webster.edu/catalog/current/undergraduate-catalog/>)

Graduate Studies Catalog

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The *academic policies* section of the catalog contains important information related to **conduct, academic honesty, grades, and more**. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

<http://www.webster.edu/catalog/current/graduate-catalog/> (<http://www.webster.edu/catalog/current/graduate-catalog/>)

Grading

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades>
(<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades>)

Incomplete

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that he/she understands and follows the policies.

Grade Appeals

Instructors are responsible for assigning grades, and student should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

Academic Honesty Policy

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others' work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The University's Academic Honesty Policy is published in academic catalogs:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html>
(<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html>)

As a part of the University commitment to academic excellence, the Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:

http://www.webster.edu/arc/plagiarism_prevention/ (http://www.webster.edu/arc/plagiarism_prevention/)

Statement of Ethics

Webster University strives to be a center of academic excellence. The University makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University's statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/ethics.html> (<http://www.webster.edu/catalog/current/graduate-catalog/ethics.html>)

Important Academic Resources

Academic Accommodations

Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the Academic ADA Coordinator at the main campus. The Academic ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu (<mailto:disability@webster.edu>).

If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

Academic Resource Center

Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc (<http://www.webster.edu/arc>) or Loretto Hall 40 on the main campus for more information.

Student Success Portal

Webster University's Student Success Portal, powered by Starfish, is a communications tool to connect students with faculty members and campus support services. It allows faculty and staff members to communicate with you regarding academic achievements as well as areas where support may be helpful. You may use the portal to contact faculty and staff members for assistance and to arrange meetings. Activity in the portal will be communicated to your Webster University email account. The Student Success Portal is available via your course home page in WorldClassRoom or via Connections. Learn more about the Student Success Portal at <http://www.webster.edu/success/students.html> (<http://www.webster.edu/success/students.html>).

University Library

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the University's worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all of these resources and services is <http://library.webster.edu> (<http://library.webster.edu/>). For support navigating the library's resources, see <http://libanswers.webster.edu/> (<http://libanswers.webster.edu/>) for the many ways to contact library staff.

Drops and Withdrawals

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html>
(<http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html>)

Academic Calendar - <http://www.webster.edu/academics/academic-calendar/>
(<http://www.webster.edu/academics/academic-calendar/>)

Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the "Tuition, Fees, and Refunds" section of Webster's Academic Catalogs:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/tuition.html> (<http://www.webster.edu/catalog/current/graduate-catalog/tuition.html>)

Student Handbook and Other Important Policies

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:

<http://www.webster.edu/student-handbook/> (<http://www.webster.edu/student-handbook/>)

Sexual Assault, Harassment, and Other Sexual Offenses

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

<http://www.webster.edu/sexual-misconduct/> (<http://www.webster.edu/sexual-misconduct/>)

Research on Human Subjects

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:

<http://www.webster.edu/irb/index.html> (<http://www.webster.edu/irb/index.html>)

Course Evaluations

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

Important Technology Information

Connections Accounts

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming University email. Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

<http://www.webster.edu/technology/service-desk/> (<http://www.webster.edu/technology/service-desk/>)

WorldClassRoom

WorldClassRoom is Webster's Learning Content Management System (LMS). Your instructor may use WorldClassRoom to deliver important information, to hold class activities, to communicate grades and feedback, and more. WorldClassRoom is available using your Connections ID at:

<https://worldclassroom.webster.edu/> (<https://worldclassroom.webster.edu/>)

Webster Alerts

Webster Alerts is the University's preferred emergency mass notification service, available free to current students, faculty and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice mail and email communications. Valuable information concerning a range of incidents affecting you - from weather-related campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit:

<http://www.webster.edu/technology/services/webster-alerts/> (<http://www.webster.edu/technology/services/webster-alerts/>)

Campus Information
