

Department of Counseling & Special Education, CSU, Fresno
COUN 208 Practicum in Counseling - 4 units
 Master Syllabus in Compliance with CTC Standards 2001

Course Description

This course offers supervised counseling experiences for students to develop skills in building counseling relationships by applying theories of counseling in sessions with volunteer clients. Students will identify counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills. Students will develop an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Students will receive feedback regarding their counseling skills from the instructor, student interns and peers. Furthermore, students will practice supervisory skills by providing constructive and respectful feedback to peers. This process will facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries. Ethical/legal aspects of counseling practice will be addressed. There will be two hours of seminar and four hours of lab practice every week. The seminar will cover issues that may enhance or compromise therapeutic alliance and/or counseling skills. Lab activities will include conducting individual counseling sessions, observing peers, reviewing audio and videotaped sessions and case consultation.

Course Objectives (Learning Outcomes):

1. Students will apply theory to practice in a counseling relationship with clients from diverse backgrounds including ethnic, cultural and life-style differences.
 - a. Students will increase their sensitivity to the needs of special populations.
 - b. Students will be able to integrate this sensitivity with their personal counseling style. (CTC 3)
2. Students will engage in a personal assessment of attitudes and behaviors that both strengthen and undermine their therapeutic alliance with clients and will initiate the necessary corrective action.
3. Students will understand and apply the legal and ethical principles that govern the counseling profession as prescribed by the ACA and related entities.
4. Students will recognize and apply the core-conditions of a therapeutic relationship with clients and peers.
5. Students will recognize and seek consultation (with instructor) when confronted with "crisis", "safety," "legal" and "ethical" issues presented by their client(s).
6. Students will submit case write-ups that are clear, accurate and deemed to be appropriate by the instructor.

Required Textbooks:

Each student must purchase a COUN 208 Practicum Handbook.

Each student must have his/her counseling techniques text used in Coun 200.
Each student must have a copy of the ACA ethical guidelines.

During the semester there may be publications made available to you that are particularly relevant to skill development and ethics. You will be provided hard copies or a reference to the sources.

Prerequisites

This course is open to classified master's degree and PPS students only. Enrollment in 200-series courses is limited to those who have met graduate degree program admission requirements. Students must have successfully completed COUN 200 before enrolling in this class.

Course Requirements

For detailed guidelines, refer to the Handbook for Practicum in Counseling.

1) Attendance

The experiential nature of the class makes attendance very important. If your absence is unavoidable, you must notify the instructor and contact your client(s) prior to class.

- 2) **Do not miss appointments** with clients. It is extremely important that you do not miss appointments. If your absence is unavoidable, you are responsible to contact your client in a timely manner and notify your instructor.

Assignments 3-6 complies with CTC 3, 4, 8, 31

3) Direct counseling:

Each student will be required to function as counselors in a minimum of sixteen 40-minute sessions that are taped and critiqued.

4) Observation and critiques:

Each student will be required to observe and critique a minimum of 20 counseling sessions of peers. After the observation, the observer and counselor should plan to meet for at least 10 minutes to exchange both verbal and written feedback.

5) Group discussion:

Students will participate in group discussion about issues that may enhance or compromise therapeutic relationship and/or counseling skills.

6) Documentation and record:

Students will maintain a Progress Folder which includes: case write-ups, progress notes, typescripts, activity log, counselor evaluation reports, observation rating forms, legal documents such as client application for counseling, and release forms. At the end of the semester, all documentation and record will be submitted to the

instructor. Case write-ups, progress notes, and case summaries are due one week after counseling sessions were provided.

7) Taping Sessions:

All counseling sessions will be audiotaped and a minimum of two sessions will be videotaped. Students should purchase memory device to download recorded sessions. Students are responsible for deleting all files at the end of the semester.

8) Professional behavior:

Students will maintain a strict degree of confidentiality as outlined in the ACA Code of ethics. Client problems and strategies will NEVER leave the confines of the laboratory or other designated areas of discussion.

9) Liability insurance:

Students must furnish proof of liability insurance coverage to the instructor.

10) Web-enhanced class:

This is a web-enhanced class. Students are required to use Blackboard to download documents for use in this class.

11) Keeping copies of all submitted work:

Students are required to keep a copy of all submitted work or returned work until grades are posted.

Grading

1. Counseling competency (70 points)

Counseling competence includes the demonstration of the following behaviors: structuring the initial session with clients in a relaxed, confident, and organized manner; conveying the core conditions (empathy, respect, warmth, genuineness, concreteness, self-disclosure, confrontation, immediacy); appropriate movement through stages of counseling process (clarification of the problem, understanding and goal setting, facilitating action); appropriate structuring of the closing of a session; appropriate termination of the counseling relationship; good time management, and use of silence; identifying countertransference and transference issues. The skills described above should be evident for students to receive Grade B or above.

63-70 points: Grade A level of competency refers to a consistent demonstration of core conditions at or above level 4 on the Carkhuff scale.

63-70 points: Grade B level of competency refers to a consistent demonstration of core conditions at level 3 on the Carkhuff scale.

Consistency refers to the demonstration of a certain level of skills throughout each session and from session to session.

2. Group participation (15 points)

Group participation refers to students contributing to class discussion by raising questions or concerns, sharing personal feelings and ideas, giving feedback to peers, respecting different opinions, allowing peers an opportunity to talk, contributing to a positive, mutually supportive class atmosphere.

- 13.5-15 points: Students who demonstrate such qualities in almost every group meeting.
- 12-13 points: Students who demonstrate the above-mentioned qualities regularly.
- 10.5-11.5 points: Students who seldom demonstrate the above-mentioned qualities.

3. **Documentation and record (15 points)**

Documentation should use writing style at a professional level. All written work should be submitted according to schedule, and proofed for spelling, grammar, and punctuation. Written work with frequent errors in language and/or insufficient account of counseling sessions will be returned for revision. For revised work, the final points will be an average of points given to the original submission and the revised submission. Overall points for documentation for course grade will be the average points of all submitted work.

	0-2 points	3-4points	5 points
Language	Frequent errors in spelling, grammar, sentence structure that make reading difficult and interfere with comprehensibility	Minor errors which do not interfere with comprehensibility	Essentially error free in terms of mechanics.
Content	6-7 points	8-9 points	10 points
	Description of counseling sessions covering basic information required	Thorough account of counseling sessions with some insightful reflection	Thorough account of counseling sessions with much insightful reflection

4. **Professional/ethical behavior**

Professional/ethical conduct includes but is not limited to: full attendance at class, not being late or leaving early, professional attire, and adherence to ethical and legal principles of the counseling profession.

Professionalism is the bedrock for successful course completion and successful work with clients. In order to earn a passing grade, students must complete the course assignments AND operate at the professional level described above. If you are experiencing difficulties, it is your responsibility to arrange a meeting. If you are asked to meet with the instructor, it is your responsibility to schedule an appointment with the instructor.

If a student is found to be demonstrating unethical/unprofessional behavior, immediate corrective action must take place. If inappropriate behaviors persist, the student will be removed from class with a failure grade.

Letter grade will be determined by the following breakdown of total points:

Grade A: 90 points & above
 Grade B: 80-89 points
 Grade C: 70-79 points
 Grade D: 60-69 points
 Grade F: 59 points & below

Students will receive feedback from the instructor on an ongoing basis and also at mid-term and final evaluations. Anyone receiving a C or below will be asked to repeat this Practicum, after appropriate remedial actions are taken.

Kremen School of Education and Human Development
Leadership for diverse communities
The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity. Integration of educational technology and performance assessment is essential to all programs.
The mission of the Kremen School of Education and Human Development is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. Our mission is realized through a framework of teaching, scholarship, and service that addresses regional, state, national, and international perspectives.

CTC Standards

This course develops and assesses candidates for the PPS-School Counseling Credential in accordance with the following CTC Standards:

CTC #3: This course provides experiences directed toward the improvement of candidate's ability to communicate with clients of all ethnic, racial and cultural diversity groups and be involved in the necessary activities toward solution of identified problems.

CTC #4 and # 31: The abilities of candidates to assess a client, the counseling process, and themselves as counselors are developed in this course through a series of activities: providing individual counseling, observing and critiquing of peers in counseling, critiquing of tapes, writing reflection journals, and writing reports and progress notes on counseling sessions

CTC # 6 & 18: Students will understand the professional code of ethics of the American Counseling Association and be able to incorporate those ethical standards into the counselor's behavior

CTC #8: Candidates are given supervised, on-campus counseling experiences with selected clients. While candidates work on developing their counseling skills, they are also helped to gain understanding

of how their own self concept and issues may influence their counseling competence. This is accomplished through receiving feedback from instructors and peers, reviewing tapes of their counseling sessions, and maintaining a personal journal throughout the semester. These journals are designed to help candidates gain insight into themselves and what personal characteristics facilitate and/or hinder their counseling abilities. Candidates write reports summarizing their assessment and understanding of the clients' self concept, world view, nature of problems, and decision-making behaviors.

CTC 17, 18: Professional identity is developed through conducting counseling services in the capacity of a counselor and reflecting on their practices.

NCATE 1.6 Professional Dispositions:

This course supports the development of the following professional dispositions among students: critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning.

Students will demonstrate these dispositions through their class discussions, written assignments, and case studies. Students will be given feedback on their development of these dispositions as an ongoing process and through a written evaluation sheet at the end of the semester.

Course Policies

For information on the University's policy, refer to the Schedule of Courses or the University Catalog (Policies and Regulations) or visit

http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm

Changes This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Tape-recording: No tape-recording of lecture without prior permission.

Visitors: Students should not bring visitors or guests without prior permission.

Policy on the use of Electronic Devices in the Classroom (Adopted by the Counselor Education Program, 12-11-07):

Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the department has adopted guidelines for appropriate use of electronic devices within the classroom. **Cell Phones:** Students must put cell phones on " silent mode" upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases

your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers:** While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited. **iPods, MP3 players, etc.:** The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the University Policy on Disruptive Classroom Behavior and will be subject to disciplinary action.

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Center Room 5 (278-2811).

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." If you are going to use this statement, include it here.

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn,

respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

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reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Suggested Readings

- Bugental, J.F.; (1987). *The Art of the Psychotherapist*. WW Norton & Co.: New York.
- Carkhuff, R. R. (1967). *Helping and human relations: A primer for lay and professional helpers*. NY: Holt, Rinehart & Winston.
- Carkhuff, R. R. (1983). *The art of helping*. (5th ed.) Amherst, MA: Human Resource Development Press.
- Corey, M.; Corey, G. (1989). (2nd ed.) *Becoming a helper*. Pacific Grove, CA: Brooks/Cole.
- Ivey, A. (1972). *Microcounseling: Interviewing skills manual*. Springfield, IL: Charles C Thomas.
- Martin, D.G.; Moore, A.D. (2003). *First steps in the art of intervention*. Pacific Grove, CA: Brooks/Cole.
- Pederson, P. (1988). *A handbook for developing multicultural awareness*. Alexandria, VA: American Counseling Association.
- Pedersen, P.; Drguns, J. ; Lonner, W.; Trimble, J. (1976). *Counseling Across Cultures*. University Press Hawaii: HI
- Rogers, C.R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology*. XXI, 95-103.
- Robinson, T.L; Howard-Hamilton, M.F. (2000). *The Convergence of Race, Ethnicity and Gender. Multiple Identities in Counseling*. Prentice Hall: New Jersey.
- Rogers, C.R. (1954). *Becoming a person. A therapist's view of psychotherapy*. Boston: Houghton Mifflin.
- Sue, D.W.; Sue, D. (1990). (2nd ed.). *Counseling the culturally different: Theory and practice*. NY: Wiley.

Tentative Course Schedule

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Fall 2009

Date	Remarks
Mon, Aug 24	
Wed, Aug 26	
Mon, Aug 31	
Wed, Sep 2	
Mon, Sep 7	HOLIDAY – Labor Day
Wed, Sep 9	Counseling sessions begin
Mon, Sep 14	
Wed, Sep 16	
Mon, Sep 21	
Wed, Sep 23	
Mon, Sep 28	Typescript Due
Wed, Sep 30	
Mon, Oct 5	
Wed, Oct 7	
Mon, Oct 12	Mid-term Evaluation
Wed, Oct 14	
Mon, Oct 19	
Wed, Oct 21	
Mon, Oct 26	
Wed, Oct 28	
Mon, Nov 2	Alternative assignment will be given in lieu of class attendance
Wed, Nov 4	
Mon, Nov 9	
Wed, Nov 11	HOLIDAY – Veteran’s Day
Mon, Nov 16	
Wed, Nov 18	
Mon, Nov 23	
Wed, Nov 25	HOLIDAY – Thanksgiving Recess
Mon, Nov 30	
Wed, Dec 2	Last day of counseling sessions
Mon, Dec 7	All documentation due
Wed, Dec 9	Last Day of class