

# Counseling Practicum

## COUN-6317

23/SR Section Temporary 01/17/2023 to 05/10/2023 Modified 06/26/2024

### Meeting Times

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### Contact Information

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### Course Description

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This course involves supervised delivery of direct counseling services in an approved practicum setting. Students are evaluated on a wide range of personal and professional criteria which includes analysis of taped counseling sessions and seminar discussions of counseling theories, methods and techniques. During the practicum experience, 40 of the 100 clock hours required must be direct client counseling hours which includes leading or co-leading a psychoeducation or therapeutic group. A minimum grade of B must be earned in order to progress to the internship course. Terms Offered: Fall, Spring, Summer.

#### Requisites

Must be taken at the end of the MAPC program.

### Learner-Centered Outcomes

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1. Students will

Learner Centered Outcomes & CACREP standards	Means of Assessment
1. Practice effective and ethical counseling skills in an authentic professional setting (II-F-1-e, II-F-5-f, II-F-5-g, II-F-5-j, II-F-5-n).	Weekly Site Supervisor Evaluation, Weekly Group Supervision, Video Presentation

2. Evaluate personal counseling skills and dispositions (II-F-1-e, II-F-5-f, II-F-5-j).	Weekly Supervision with Site Supervisor, Weekly Group Supervision, and Video Presentations
3. Describe the counseling process including treatment planning, record keeping, and research-based theories and techniques (II-F-5-h, II-F-5-i, II-F-5-j, V-C-3-a).	Weekly Counseling Reports, Case Conceptualization/ Notes, Site Supervisor Evaluations
4. Integrate Christian faith with current counseling practice (II-F-5-n).	Weekly Basic Counseling Skills Practice, Video Presentations, Weekly Counseling Reports
5. Demonstrate openness in accepting feedback from site supervisors, classmates, and faculty supervisors (II-F-1-m).	Site Supervisor Agreement Form, Weekly Supervision with Site Supervisor, Weekly Group Supervision
6. Identify strategies for client advocacy, interfacing with behavioral healthcare, and integration with the legal system (V-C-2-m, V-C-3-c, V-C-3-d, V-C-3-e).	Weekly Counseling Reports, Weekly Supervision with Site Supervisor

## Materials

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### Interpersonal Process in Therapy

**Author:** Teyber, E. & Teyber, F.H.

**Publisher:** Cengage

**Edition:** 7th

**ISBN:** 978-1-305-27153-1

# Practicum & Internship- Textbook and Resource Guide for Counseling & Psychotherapy

**Author:** Jungers, C.M, & Scott, J.

**Publisher:** Routledge

**Edition:** 6th

**ISBN:** 978-1-138-49260-8

## ✓ Assignments

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Students are required to obtain and maintain liability insurance which can be purchased through TCA and /or ACA at discounted rates for students. You must provide documentation of insurance before you can begin Practicum, or counseling any clients. Please submit your documentation digitally to your professor prior to the first class.

**Participation:** Counselors in Training are required to attend every class and fully participate in class activities.

**Video Presentations:** Counselors-in-Training will present a minimum of 2 videotaped therapy sessions at assigned times throughout the semester. Presentations are to include a 15-20 minute video of the session, a brief description of the client's presenting problem, history, treatment plan and the counselor's theoretical approach to therapy. In addition, the Counselor-in-Training will present the professor with a list of peer-reviewed materials that the student is studying in order to offer better care for the client being presented. The student should be prepared to offer a verbal summary of that material. NOTE: Agency permission for videotaping must be secured prior to practicum placement. NO Exceptions will be made. The counselor must obtain permission from the client in order to videotape a counseling session. For videotaping a session please consider the battery life of your camera, your ability to operate your camera (it is a good idea to record several sessions just in case there is a problem on the week that your tape is due), and the audio output of the recording- we must be able to hear the conversation well. Keep the camera/ microphone as to the client as possible.

- The Counselor-in-training will offer a one-page typed summary of the client to each classmate prior to the presentation.

- At the end of the presentation, the student should make notes concerning what he or she has learned. A copy of these notes should be provided to the professor at the next class.

**Transcript:** Counselors-in-training will turn in one complete word for word transcript of one of their videotaped sessions (this will include the ENTIRE session 50 minute session, not just the section shown to the class). Please note that this can take a significant amount of time to type or dictate (such as with Dragon Dictation). The transcript will be submitted on the due date of that particular video tape before the video is viewed by the class. Because of the need to video tape all 50 minutes of the session, please consider the battery life of your camera- beware of iPhones and iPads that may have enough memory to record 20 minute but not enough to record 50 minutes (phones and iPads will not record for 50 minutes).

**Teyber Chapter Presentations:** Each student will present a review of an assigned chapter(s) of the Teyber textbook to the class. The presentations will be 20 minutes in length and will include a powerpoint presentation.

**Hours:** Counselors-in-training will complete 100 clock hours in the practicum experience, including the following:

- 40 Direct Client Contact Hours

- 60 Indirect Hours- 15 hours of agency supervision at practicum site (1 hour each week), 22.5 hours of group supervision (our class meeting for 1.5 hours- if you miss a class you must deduct those hours), and 22.5 non-direct hours (preparation or readings that you do to prepare for clients, and writing notes, etc.)

**Counseling Reports:**

1. Maintain clear and up to date client records that include therapy goals and treatment plans.
2. Complete a session report form for one session per week (10 total).
3. Complete a weekly log of hours (include client contact hours, supervision hours- group supervision and individual supervision with your on-site supervisor and hours spent at the counseling center in Tevera (ALSO- print and keep a personal record of these hours for licensure purposes).
4. Complete a summary of counseling hours at the midterm and end of the semester in Tevera.

**Abstract of Theory:**

In the Counselor-in-training's counseling, the student will be expected to follow the theory he or she developed in the theory paper written in Basic Counseling Skills or Theories. The student is to write and submit a 1 page abstract of that theory by the date listed in the course schedule.

**Personal Evaluation Paper:**

Toward the end of the semester, write a paper (typed, double-spaced, 2-3 pages in length) describing your experience as a counselor this semester. Include what you perceive to be your strongest areas as a counselor and areas that you feel need the most work. Tell how you feel about yourself in the counseling field after this semester's experience.

**Journal Article-** Please find one journal article to discuss relevant to your counseling theory or issues that your clients are working on.

**Referral Resources-** practicum students complete a thorough list of community referral resources in their particular local area including Alcoholics Anonymous, Celebrate Recovery, CPS, drug hotlines, women's shelters, MHMR, police and sheriff contacts, suicide hotlines, poison control, clinics for free HIV/AIDS/STD testing, crisis pregnancy centers, places for sex traffic victims, licensed sex therapist, licensed psychiatrist for referrals, and groups for grief.

**Grades for this course will be based primarily on the total score on the final supervision equation form, which will be completed by the site supervisor.**

Your grade will be what your supervisor gives you at the end of course evaluation, unless you have not completed assignments, then the grade may be lowered.

## Institutional Policies

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### Requirements for Undergraduate and Graduate Credit

When a 5000-level Graduate course is cross-listed with a 4000-level Undergraduate course or a 7000-level course is cross-listed with a 6000-level course, the syllabus clearly defines specific graduate requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.

Attention Education Certification Students: Go to [dbu.edu/education/requirements](http://www.dbu.edu/education/requirements) (<http://www.dbu.edu/education/requirements>) for essential program requirements.

### Attendance Policy

According to DBU academic policy, attendance in class is considered a necessary factor in the learning process. Therefore, students are expected to attend and participate in classes, and absences for all reasons must be kept to a minimum and should not exceed 25 percent of the total class time. Students are held responsible for all academic work required or performed during their absence regardless of the reasons for those absences. Students who register late are responsible for work missed. The policy concerning class attendance for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

NOTE: Students verified by the professor(s) as never attending, for each of the classes in which they are enrolled, will be subject to an automatic drop from these classes, which will result in the cancellation and return of any financial aid received.

### GPA Scale

The GPA grading scale adopted by DBU for courses is:

A+	A	A-
4.00	4.00	3.67
B+	B	B-
3.33	3.00	2.67
C+	C	C-
2.33	2.00	1.67
D+	D	D-
1.33 F	1.00	0.67
0.00		

\*\* No grades of D are awarded for graduate courses

## Service-Learning

Service-learning is a teaching and learning strategy which integrates academic instruction, community service, and guided reflection from a Christ-centered, faith-based perspective in order to enhance student learning, to foster global civic responsibility, and to develop servant leaders. All courses play an important role in providing the student with an appropriate curricular foundation for service-learning. Designated service-learning courses incorporate a field-based component to provide the student with a curricular service-learning experience

## Financial Aid

Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the semester may have their financial aid adjusted because of the withdraw or addition. This change in schedule may affect the aid they are receiving during the current semester, and could affect their eligibility for aid in future semesters.

## Disabilities

The student has the responsibility of informing the **Dean of Students, at (214) 333-5340**, of any disabling condition for which the student will request course modifications and/or accommodation. Dallas Baptist University provides academic adjustments and auxiliary aid to individuals with disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements. It is the student's choice and responsibility to initiate any request for accommodations. Required documentation must be provided before the university can make accommodations.

## University Honor Code/Academic Appeal and Academic Misconduct Procedure

The faculty member endorses the **University Honor Code** and abides by the **University's Academic Appeal and Academic Misconduct Procedure** as stated in the Student Handbook and the Schedule of Classes.

Cheating and/or plagiarism, including the unauthorized use of generative artificial intelligence such as image generators, code generators, audio/video generators or large language models, is not tolerated at Dallas Baptist University and may result in academic discipline up to and including suspension or expulsion.

## Final Course Grades

Official final course grades are available only online through Self-Service. The Registrar's Office will only mail grades to a student upon request. The Dallas Baptist University undergraduate and graduate catalogs state that "All accounts must be paid in full before a student can...receive transcripts..." According to FERPA, faculty may not provide final grade information to students via telephone, email, posting or any other source which might compromise student confidentiality.

# Children in Classes and Unaccompanied Children

Minors who are not DBU students are not permitted to attend class. Furthermore, minor children may not be unaccompanied on any property owned or operated by Dallas Baptist University. For their safety and welfare, unaccompanied children on any property owned or operated by Dallas Baptist University will be escorted to the Campus Security Office or other duly authorized location and the parents or guardians will be summoned to pick them up immediately.

# Cell Phone and Electronic Device Policy

Electronic devices shall only be used for course specific work. The professor reserves the right to ban their use at any time. The policy concerning electronic devices for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

# Electronic Communication Policy

The DBU campus e-mail system, or any other form of DBU electronic communication (i.e. Blackboard, class discussion, Collaborate) may not be utilized as an avenue to advertise the selling of goods or soliciting of donations from students, faculty, staff or members of the university community.

# Graduating Students Grades

It is the responsibility of the student to notify the instructor if graduating this semester. Final exams for graduating students will be given earlier. Final grades for graduates are due in the Registrar's Office by noon on the Monday before Commencement ([see Academic Calendar \(https://www.dbu.edu/academics/calendar\)](https://www.dbu.edu/academics/calendar)). These grades are final. The instructor will not submit late grades for graduates nor change grades once they are submitted.

# Unauthorized Recordings on Campus

Students are not permitted to make or attempt to make an audio or video recording of any academic class, lab, course discussion or other academic instructional meeting without the explicit permission of the professor. Recordings that receive approval from the professor or are designated accommodations for a documented disability are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published. Recording of class without permission is a violation of the Student Code of Conduct as listed in the Student Handbook.

## Schedule

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All courses taught in a classroom include at least one online session.

(May change during the semester)

When	Topic	Notes
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When	Topic	Notes
Session 1	Introduction to the Course	<p>Read Jungers &amp; Scott- chapters 1 &amp; 2- Preparing for Practicum</p> <p>Teyber- Chapter 1- Performance Anxieties, Becoming Effective</p> <p>How to do's of starting to see clients:</p> <p>Hours requirements for Practicum</p> <p>LPC Rules, NBCC Code of Ethics</p> <p>Record Keeping, Taking Case Notes, Mental Status Exam, Therapeutic Hour, Opening &amp; Closing Sessions, and required paperwork (insurance, informed consent, limits of confidentiality)</p> <p>Basic Counseling Skills- (attending skills, listening, minimal encouragement)</p> <p>Using Tevera for tracking hours, supervision and site agreement form</p> <p>Dealing with beginning counselor thoughts and feelings- imposter syndrome</p>
Session 2	Preparing for Practicum- ONLINE SESSION	<p>Read Jungers &amp; Scott - Chapter 3- Starting Practicum; Chapter 4- Case Conceptualization</p> <p>Teyber Chapter 2- Establishing a Working Alliance</p> <p>Work on Community Referral Resources</p>
Session 3	Starting the Practicum	<p>Turn in First Session Summary</p> <p>Read Jungers &amp; Scott - Chapter 5- Treatment Planning &amp; Chapter 7- Supervision</p> <p>Teyber Chapter 3- Resistance in Counseling</p> <p>Basic Counseling Skills- Paraphrasing, Reflecting Content</p> <p>Establishing the therapeutic alliance with clients</p> <p>Characteristics for being a good counselor</p>
Session 4	Group Supervision	<p>Turn in 2nd Session Summary</p> <p>Read Jungers &amp; Scott- Chapter 6- Group Supervision</p> <p>Teyber Student Chapter Presentation- Chapter 4- Focus for Change</p> <p>Case Studies- 1st video</p> <p>Basic Counseling Skill- Reflection of Feelings</p> <p>Dealing with Anger and what may be behind it</p>



When	Topic	Notes
Session 5	Individual Supervision	<p>Turn in 3rd Session Summary Report</p> <p>Read Jungers &amp; Scott- Chapter 8- Ethics</p> <p>Teyber Student Chapter Presentation- Chapter 5- Helping Clients w/ Feelings</p> <p>Case Studies- First video</p> <p>Basic Counseling Skill- Clarification/ Perceptual Checking</p> <p>Counseling Children/ Play Therapy</p>
Session 6	Ethical Issues	<p>4th Session Summary Due</p> <p>Read Jungers &amp; Scott- Chapter 9- Legal Issues</p> <p>Teyber Student Chapter Presentation- Chapter 6- Family &amp; Development Factors</p> <p>Case Study Video</p> <p>Basic Counseling Skill- Universalization</p> <p>Working with Couples and Families</p>
	DBU FALL BREAK- No Classes	
Sessions 7	Legal Issues	<p>5th Session Summary Due</p> <p>Read Jungers &amp; Scott- Chapter 10- Crisis</p> <p>Teyber Student Chapter Presentation- Chapter 7- Coping Strategies</p> <p>Case Study Video</p> <p>MID SEMESTER EVALUATIONS ARE DUE</p>
Session 8	Clients in Crisis	<p>6th Session Summary Due</p> <p>Read Jungers &amp; Scott- Chapter 11- Consultation Models</p> <p>Teyber Student Chapter Presentation- Chapter 8- Reparative Experiences</p> <p>Case Studies- Finish any 1st videos &amp; begin 2nd videos</p>

When	Topic	Notes
Session 9	Steps to Licensure	<p>Turn in 6th Session Summary</p> <p>Read Jungers &amp; Scott- Chapter 12- Evaluations</p> <p>Teyber Student Chapter Presentation- Chapter 9- Resolving Problems w/ Interpersonal Process</p> <p>Case Studies videos</p> <p>Basic Counseling Skill- Universalization</p> <p>Working with Couples and Families</p>
Session 10	Interpersonal Process in Therapy	<p>Turn in 7th Session Summary</p> <p>Teyber Student Chapter Presentation- Chapter 10- Termination</p> <p>Case Studies Videos</p> <p>Basic Counseling Skill- Summarization</p> <p>Using your Theoretical Orientation in Counseling</p> <p>Using CBT- Cognitive Distortions &amp; REBT- Irrational Beliefs- Watch session on Cognitive Therapy</p>
Session 11	Going Beyond the Surface	<p>9th Session Summary Due</p> <p>Case Study Videos</p> <p>Case Conceptualization &amp; Goal Setting</p>
Session 12	Interpersonal Process in Therapy	<p>10th Session Summary Due</p> <p>Case Study Videos</p> <p>1 PAGE ABSTRACT OF YOUR THEORY IS DUE</p> <p>Dealing with Suicidal Clients</p> <p>Dealing with Difficult Clients, Court-Mandated Clients</p> <p>Setting and Keeping Clear Boundaries</p>

When	Topic	Notes
Session 13	ONLINE SESSION	Please find one journal article to discuss relevant to your counseling theory or issue that one of your clients is working on for discussion.
Session 14	Work on Self Care/Eliminate Burn- Out	<p><b>**2-3 page Personal Evaluation Paper Due</b></p> <p>(This is a reflection of the semester from start to finish- beginning to see clients to where you are now &amp; evaluate.</p> <p>Topics: Termination</p> <p>Being an advocate for mental health and clients</p>
Session 15		ALL ASSIGNMENTS IN TEVERA ARE DUE BY THIS DATE, So PLEASE PLAN AHEAD TO GIVE YOUR SITE SUPERVISORS TIME TO COMPLETE BEFORE THIS DEADLINE AS GRADES MUST BE TURNED IN.