WAYNE STATE UNIVERSITY
COLLEGE OF EDUCATION

COURSE SYLLABUS

DIVISION: TBF

PROGRAM AREA: Counselor Education

COURSE: CED 7150 Counseling Practicum

CALL NUMBER: 13768 Wednesday Lecture/13769 Monday/Wednesday Lab
13766 Tuesday Lecture/13767 Tuesday/Thursday Lab

COURSE CREDIT: 4 hrs.

TERM/YEAR: Fall, 2017

COURSE LOCATION:
300 Education Building
Group Supervision Seminar: Tuesday or Wednesday, 7:15 – 9:15 p.m.
**All Practicum Counselors must attend each scheduled group supervision seminar

306 Education Building
Counseling and Individual Supervision Sessions: Monday and Wednesday 4:00 – 6:45 pm
OR Tuesday and Thursday 4:00 - 6:45 pm
**All Practicum Counselors must attend each scheduled individual supervision session

INSTRUCTOR: Tami Wright, Ph.D.
Clinical Director/Clinical Assistant Professor
Licensed Professional Counselor
School Counselor License

GRADUATE TEACHING ASSISTANTS: Kristen Phillips (T/TH) and Aja Burks (M/W)

OFFICE: Dr. Wright – 315 Education
Graduate Teaching Assistants – 317 Education

OFFICE HOURS: Tuesdays and Wednesdays 2:00 p.m. – 4:00 p.m. (Main Campus)
Other times by appointment

OFFICE PHONE: Dr. Wright (313) 577-2435
Graduate Teaching Assistants (313) 577-9356

***Counseling Center is in 306 Education (Client Reception Room) Phone: (313) 577-1681 Fax: (313) 577-5235

E-MAIL ADDRESS: wrightt@wayne.edu

WEBSITE: www2.coe.wayne.edu/tbf/counseling
COURSE DESCRIPTION: (from catalog)

Students gain supervised experience in individual and group interactions, assessment and appraisal, diagnosis and treatment planning, other professional counseling activities, and develop competency in the use of a variety of professional counseling resources. Students attend seminars for supervision and discussion of professional issues in an interdisciplinary context (minimum of 100 clock hours).

COURSE OBJECTIVES:

The practicum is an educational experience designed to help you become facilitative counselors who are reflective, innovative professionals committed and competent to help clients, colleagues, and selves acquire knowledge, skills and understandings necessary to participate in and contribute to the quality of life in a complex, changing urban society.

- Minimum 100 clock hours
- At least 40 hours of direct service with actual clients that contributes to the development of counseling skills
- At least one hour per week of individual supervision (supervision will be based on audio/video taped sessions or live supervision)
- At least two hours per week of group supervision
- Student formal evaluation at completion of Practicum

(CACREP Standard Section III.F.1-5)

Students will be educated on appropriate helping relationships that provide an understanding of the counseling process in a multicultural society as evidenced by:

- an orientation to wellness and prevention as desired counseling goals;
- counselor characteristics and behaviors that influence helping processes;
- essential interviewing and counseling skills;
- counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- a general framework for understanding and practicing consultation; and
- crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

(CACREP Standard Section II.G.5.a-g)

LEARNING OUTCOMES:

Students will be able to demonstrate appropriate knowledge, skills and practices in Counseling, Prevention and Intervention as evidenced by:

(Meets CACREP CMHC Section C, 1-9, and D, 1-9)

A. Knowledge

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
WAYNE STATE UNIVERSITY
COLLEGE OF EDUCATION

2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.
3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, selfhelp).
4. Knows the disease concept and etiology of addiction and co-occurring disorders.
5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.
6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.
7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.
9. Understands professional issues relevant to the practice of clinical mental health counseling.

B. Skills and Practices
1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
4. Applies effective strategies to promote client understanding of and access to a variety of community resources.
5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
6. Demonstrates the ability to use procedures for assessing and managing suicide risk.
7. Applies current record-keeping standards related to clinical mental health counseling.
8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

(Meets CACREP School Counseling Section C, 1-6, and D, 1-5)

A. Knowledge
1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.

6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

B. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

REQUIRED TEXT:


REFERENCES:


Manuals:


Journals:

American Journal of Drug and Alcohol Abuse
Behavior Research Methods and Instrumentation
Elementary School Guidance and Counseling
MANDATORY ASSIGNMENTS:

A. Client Oral Case Presentation Assignment.

Each student will prepare and present a minimum of one oral case presentation for a self-selected client.

Due: As per Schedule

B. Disorder Case Presentation Assignment.

Each student will prepare a class presentation on a chosen mental health disorder. A written narrative will be prepared and distributed for all classmates. This narrative will cover a brief synopsis of the disorder chosen, the most current treatment options/methods, medications utilized (if any), the implications for Counselors, follow-up requirements and prognosis/outcome expectations. This is not to be viewed as an APA writing assignment but more of an informational brochure to ensure that classmates have the most up-to-date information on some of the mental health conditions our communities are currently facing. The presentation will last approximately 20 minutes; allow time for a question and answer period. A sign-up sheet for date and time will be used for presentations.

Due: As per Schedule

C. Career Appraisal Assignment.

Assist, at minimum, two clients in using a computerized career assessment instrument (e.g., O*NET). Complete Appraisal Summary Forms following sessions.

Due: Check out December 13, 2017
D. Treatment Plan Assignment.

Students will develop a treatment plan for a current client based on information gathered during intake and ongoing counseling sessions.

Due: Week of November 27-30, 2017 with individual supervision session/supervisor

E. Self-Evaluation Assignment.

A three to five-page paper to include:

1. A self-assessment of your present counseling strengths and weaknesses.

2. The skills, attitudes and behaviors you see yourself needing to work on in the future.

Due: Check out December 13, 2017

F. Skill Competency Assignment.

1. View your own initial videotape and another one near end of semester.

2. Complete observation of interview forms for same.

Due: Check out December 13, 2017

G. Direct Service Work Assignment.

A minimum of forty (40) direct service hours (all audio and/or video taped except appraisals) as follows (a suggested breakdown only):

1. 28 hours of individual counseling sessions.

2. 6 hours of group counseling sessions.

3. 6 hours of appraisal sessions.

All direct service work hours must be completed before the last scheduled individual supervision and checkout session. All related paperwork pertaining to these sessions must be completed in order to receive full credit toward direct service hours. All related paperwork must be turned in before or at the last scheduled individual supervision and checkout session.
H. Feedback Assignment.

1. View 18 counseling sessions (individual or group) of other students. ***PLEASE NOTE: This assignment will require you to be in the observation gallery on days opposite your regularly scheduled laboratory days (i.e., if you are a Monday/Wednesday Practicum student, you will be completing your observations on Tuesday/Thursday and vice versa.)

2. During each session complete observation form and put in assigned box to be copied and picked up by the counselor being observed; original copy is to be picked up by counselor and placed in your counselor file.

Due: Check out December 13, 2017

CLASS POLICIES:

In addition to the policies and procedures listed in the Counseling Practicum Handbook adherence to the following policies is also necessary:

1. Class and laboratory attendance is mandatory (see attendance listed below). Prior permission is necessary to leave laboratory or class. Class/clients begin promptly at 4:00 p.m.—plan on being in the clinic, ready to see clients, no later than 3:45pm. Group supervision sessions begin promptly at 7:15 p.m. Penalty for tardiness will be reflected in overall course evaluation.

2. Students who are absent due to illness must present a doctor's release upon return to the Counseling and Testing Center. Requests for absences due to employment-related requirements must be presented one week prior to absence. Requests for employment-related absences must be in writing on work stationary and signed by employment supervisor. Absences for any other reason must be requested and approved by Dr. Wright one week in advance.

3. Professionalism, participation, involvement, and commitment are necessary. Professional counselor training knowledge and practice must be reflected in your personal attitude and behavior.

4. Students will see clients in the Counseling and Testing Center on their respective laboratory days (Monday/Wednesday 4:00-6:45 pm and Tuesday/Thursday 4:00-6:45 pm.). ***NOTE: Students are NOT allowed in the laboratory or Counseling rooms when not reporting to class nor when Counseling faculty, Graduate Teaching Assistant or student assistants not present due to client confidentiality.***

5. During portions of the semester, students may need to be clients for other practicum students. Other students are not allowed to observe counseling sessions between their classmates. ***NOTE: Students are not to observe the individual supervision sessions of their peers.***

6. Students are bound by confidentiality and ethics as defined by the American Counseling Association
(ACA) standards for ethical principles. All policies and procedures of Wayne State University Counseling and Testing Center must be observed.

7. Discussion of a client must protect the person's identity and privacy. Students and clients must have a signed ADULT or MINOR CLIENT APPLICATION/CONSENT FORM FOR COUNSELING before conducting any counseling sessions.

8. Students must have proof of Professional Liability Insurance before beginning practicum. Students receive information concerning professional liability insurance with their letter of permission to enroll in Counseling Practicum.

9. Every effort to provide a safe, therapeutic, and confidential environment for clients and counselors-in-training is maintained in the Counseling and Testing Center. Sometimes, in dealing with clients, possible threatening situations (e.g., potential suicidal ideation, acts of abuse) can occur. If at any time during the counseling sessions, the faculty instructor, Graduate Teaching Assistant, or doctoral supervisor thinks it would be in the best interest of either the client or student, the counseling session must be interrupted and different interventions taken to ensure the client's and/or student's best interest.

10. Duplicating of client sessions or paperwork is strictly prohibited. All materials must be accounted for before the semester ends. Grades will not be posted until all materials are submitted.

11. Cellular phones are to be turned off when in counseling or supervision sessions. Cellular phones may be in “vibrate” mode while in Room 312 Education only.

12. Communication between faculty, graduate teaching assistants and supervisors will generally be through email. Ensure that you have access to your Wayne State University email as this is the only email address that will be used. If you have problems with your Wayne State email, please contact the IT office as indicated on Pipeline.

ATTENDANCE:

Attendance at all scheduled seminars and individual conferences is mandatory. Unscheduled absences require written verification from a medical professional indicating student was under medical care and could not attend class. In cases where student is required by employer to miss a class, written verification, on company letterhead, must be submitted one week in advance with practicum faculty instructor's approval. An unapproved absence results in the loss of one letter grade. Two unapproved absences result in a failing grade for the practicum. “I” and “Y” grades will not be given.

GUIDELINES FOR MAXIMUM PERFORMANCE:

1. All formal papers are to be typed (Self-Reflection Paper only).

2. Use APA format for all formal papers:
a. Cover page with relevant information, short abstract, body of paper should include an introductory paragraph, following paragraphs elaborate on points from introductory one, thus pursuing a central theme, then a summary paragraph. If you quote or paraphrase other material, a reference page must be included.

b. Spelling and grammar important. All papers should reflect graduate level content and preparation. Careless preparation and/or inappropriate presentation will adversely affect grade for the assignment.

c. A few quotations and a little paraphrasing from experts permissible and desirable but your words and way of interpreting are essential. ***Plagiarism will result in severe disciplinary action. See student handbook prepared by Wayne State University for specifics.

d. Your reactions and views from material read, and presenting your learning really wanted and crucial.

Case examples and illustrations to show understanding are important and make papers and/or presentations alive and desirable.

**Academic Dishonesty/Plagiarism**

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of [http://doso.wayne.edu/assets/codeofconduct.pdf](http://doso.wayne.edu/assets/codeofconduct.pdf)). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

**CLASS SCHEDULE:** See attached schedule.

**EVALUATION & GRADING:**

Practicum students will be formally evaluated at mid-term and the end of the semester by their individual practicum supervisor and/or faculty instructor. Evaluations include: professional enthusiasm, efforts to acquire and use new skills and knowledge, appropriate use of knowledge and skills during counseling sessions, maintenance of client and contact records, and attendance at supervisory meetings.

Clients will be asked to evaluate their counseling experience, but their comments will not be used as part of the student's grade. Practicum students will be asked to complete a detailed evaluation of their practicum individual
supervisor and faculty instructor at the end of the semester.

A letter grade of "A" indicates that, in addition to completing all course requirements in a timely and professional manner, the student demonstrated superior counseling skills, high standards of professional and personal behavior, a continued willingness to learn, and a commitment to the counseling profession.

A letter grade of "A--" indicates that, in addition to completing all course requirements in a timely and professional manner, the student demonstrated excellent counseling skills, high standards of professional and personal behavior, a continued willingness to learn and a commitment to the counseling profession.

A letter grade of "B+" indicates that in addition to completing all course requirements in a timely and professional manner, the student demonstrated strong counseling skills, above average standards of professional and personal behavior, a continued willingness to learn, and a commitment to the counseling profession.

A letter grade of "B" indicates that in addition to completing all course requirements in a timely and professional manner, the student demonstrated average counseling skills, average standards of professional and personal behavior, a continued willingness to learn, and a commitment to the counseling profession.

A letter grade of "B--" indicates that in addition to completing all course requirements in a timely and professional manner, the student demonstrates minimal counseling skills, meets minimal standards of professional and personal behavior, a continued willingness to learn, and a commitment to the counseling profession.

A letter grade of "B--" or better is required to advance to the internship portion of the counseling.

A letter grade of "C+" or below indicates the student did not complete all course requirements in a timely and professional manner, needs to improve counseling skills, may need to examine personal and/or professional standards, appears to be unwilling to learn or lacking in commitment to the profession. A letter grade of "C+" or below does not meet graduate standards and will lead to a re-evaluation of the student's participation in the counseling program by his/her faculty advisor, practicum faculty instructor, and practicum supervisor. After re-evaluation, a decision will be made by the faculty advisor, practicum faculty instructor, and practicum supervisor as to the conditions under which the student may be allowed to re-take the practicum requirement. ***ANY STUDENT NOT MEETING GRADUATE STANDARDS WILL SIT OUT A MINIMUM OF ONE SEMESTER BEFORE BEING ALLOWED A SECOND ATTEMPT TO SUCCESSFULLY COMPLETE PRACTICUM. A SECOND ATTEMPT IS NOT A GUARANTEE—THE ENTIRE CED FACULTY WILL DECIDE IF A SECOND ATTEMPT COULD RESULT IN SUCCESSFUL COMPLETION. A SECOND UNSUCCESSFUL ATTEMPT AT PRACTICUM WILL RESULT IN THE STUDENT BEING REMOVED FROM THE COUNSELING MASTERS PROGRAM.***

Final grades will be determined following satisfactory completion of all of the following:

Basic Counseling Skills and Knowledge Base:

Direct Service Work Assignment (minimum of 40 hours (individual, group, appraisal, and supporting documentation)
Other Mandatory Assignments:

Skill Competency Assignment (2 self-observations)

Feedback Assignment (18 observations of others)

Client Oral Case Presentation Assignment

Disorder Case Presentation Assignment

Computerized Treatment Plan Assignment

Career Appraisal Assignments

Self-Evaluation Assignment

Grade Distribution

A. Client Oral Case Presentation Assignment- 50 points
B. Disorder Case Presentation Assignment- 30 points
C. Computerized Treatment Plan Assignment- 50 points
D. Self Evaluation Assignment- 20 points
E. Individual Supervision- 100 points
G. Attendance- 50 points
F. Clinical Skill Evaluation-per instructor + 200 points

500 points TOTAL

1. Skill Competency Assignment

2. Direct Service Work Assignment

3. Feedback Assignment

4. Career Appraisal Assignment

4. Counseling skill competencies evaluated
   a. Invitational Skills
   b. Opening Skills
   c. Reflective Skills
   d. Summarizing
   e. Challenging Skills
   f. Goal Setting Skills
   g. Solution Skills
   h. Outcome Evaluation and Termination Skills
GRADING SCALE

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>475 – 500</td>
<td>A</td>
</tr>
<tr>
<td>450 – 474</td>
<td>A-</td>
</tr>
<tr>
<td>425 – 449</td>
<td>B+</td>
</tr>
<tr>
<td>400 – 424</td>
<td>B</td>
</tr>
<tr>
<td>375 – 399</td>
<td>B-</td>
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</tbody>
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Anything less than 375 indicates unsuccessful completion of Practicum. Please refer to the Practicum Handbook and the syllabus Grading & Evaluation section for further information.

ENROLLMENT/withdrawal policy:

Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

Attention students with disabilities:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.
Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

RELIGIOUS OBSERVANCE POLICY:

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.