

SUL ROSS STATE UNIVERSITY

ED 7301: CLINICAL PRACTICE IN COUNSELING Fall 2015

Instructor: Barbara Tucker, PhD, M. Ed, LSW
Office Phone: (432) 386-0246 or (432)-837-8703

Office: MAB 309-C
E-Mail: btucker@sulross.edu

Office Hours: Online daily from 10-3, email for appointment or Tuesdays, Wednesdays, Thursdays, 8:30-12:30 (In Office)

Please read through the syllabus carefully and refer to it throughout the course. All course objectives and expectations are outlined in the syllabus. If anything is unclear, please contact instructor for clarification.

PREREQUISITES

This course must be taken in your last semester of classroom course work.

REQUIRED TEXTS

MacCluskie, K. (2010). *Acquiring counseling skills: Integrating theory, multiculturalism, and self-awareness.*

RECOMMENDED TEXTS

Martin, D. G. & Moore, A. D. (1995). *Basics of clinical practice: A guidebook for trainees in the helping professions.*

COURSE DESCRIPTION

Provides a conceptualization of the counseling process and clinical interviewing; emphasizes development of the counseling skills necessary to function appropriately as an entry-level counselor in a variety of settings. Training is done through role-plays, coaching, and experiential activities. Includes presentation of case studies applicable to current issues, multicultural concerns, legal decisions, and ethics in the field.

PROGRAM LEARNING OUTCOMES

This course contributes to the following required program learning outcomes:

1. Students will demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect students'/clients' ability to achieve their potential.

2. Students will demonstrate their ability to plan, implement, and evaluate a developmental guidance program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs.
3. Students will demonstrate the ability to communicate and collaborate effectively with others in the school, with students' parents, and/or with the community in order to facilitate student/client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

COURSE OBJECTIVES

This course is designed to (1) provide a “blueprint” of the counseling process, (2) help you develop basic, but effective, counseling skills, and (3) provide opportunities for supervised practice of these skills. This course will require your **active involvement** in learning, discussing, and applying information from class and readings.

Specific Objectives:

The student will:

1. review current literature and practice on the nature of the helping relationship.
2. demonstrate a practical understanding of basic responding skills through counseling role play activities.
3. actively participate in class activities, which includes assuming the role of counselor or client, as requested.
4. observe peers and offer critique on the appropriateness of their counseling behaviors.
5. compare and contrast counseling techniques appropriate for various client populations, including multicultural populations.
6. demonstrate an ability to apply current legal and ethical thinking to the practice of counseling.
7. examine how stress can lead to therapist impairment, and develop a personal strategy for maintaining health and wellness.

Learning the skills: Counseling skills will be developed in class through role-plays, practice sessions, and other exercises. All members of the class will serve as counselor, client, and observer. This class is essentially an experiential process; you will have to be involved and supportive of the other students to maximize the professional growth opportunities for all.

TEXES STANDARDS

TEXES Standards addressed in this course are:

Standard I—Learner-Centered Knowledge

Standard II—Learner-Centered Skills

Standard III—Learner-Centered Process

Standard IV—Learner-Centered Equity and Excellence for All Learners

Standard V—Learner-Centered Communications
 Standard VI—Learner-Centered Professional Development

TEXES COMPETENCIES

TEXES competencies addressed in this course are:

- Competency 006—Counseling
- Competency 007—Assessment
- Competency 008—Collaboration with Families
- Competency 010—Professionalism

REQUIREMENTS

Students will:

- attend all classes and participate in discussions and activities.
- complete reading assignments and **study** the material **prior** to class meetings.
- complete out-of-class assignments and deliver in-class presentation.
- take two exams.
- practice professional conduct and ethics.
- practice respectful learning exchanges.

EVALUATION

Your grade for this course will be determined by evidence of the **quality** of your learning as **demonstrated by your performance** on the following:

Personal Wellness Plan	25%
Case presentation	25%
Quizzes	40%
Participation	10%

Course Grade:

A	B	C	F
91% - 100%	81% - 90%	71% - 80%	Below 71%

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing.

PARTICIPATION

You are expected to participate in the class activities and discussions. Your final course grade may be affected by both the quality and quantity of your in-class participation and attendance. Your class participation should give evidence that you are keeping up with the assigned readings. Come to class and be prepared to share your thoughts on the topics under discussion for each of the class meetings.

Please provide your classmates and instructor the professional courtesy of arriving on time for the beginning of class and after breaks, and staying for the full duration of every class. Cell phones are permitted in class, however, they must be turned off or put on silent mode. If you must answer a call, excuse yourself and answer it outside the classroom. NO texting is aloud during class. Lab tops and tablets are allowed in class and you may use to access course information, however, no outside class interaction is allowed online while class is in session.

PARTICIPATION REQUIREMENT

Each student will be expected to stay in regular communication with his/her professor and will be required to respond to emails sent to your Sul Ross email and/or telephone calls initiated by the professor within two days. If a timely response is not received, 50 points will be deducted from your overall grade. (No Excuses)

ATTENDANCE POLICY

You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. Attendance at and prompt arrival for ALL class sessions is expected. If unable to attend a class session, please contact the instructor PRIOR to that session. Note that contacting the professor does not automatically “excuse” the absence. In addition, SRSU policy states that “An absence is defined as non-attendance in fifty minutes of class” and that “instructors will drop a student from a course when the student has a total of nine absences.” **Missing an entire two-day-format class will cause you to be dropped from the course.**

ASSIGNMENT DESCRIPTIONS

NOTE: Late work is not accepted.

Writing Style. Papers must be typed using APA format (6th edition). Which includes, 1 inch margins, 12-point New Roman type, and double line spacing. Begin numbering with the title page, edit for spelling and grammar, and for clarity and logic of idea development. Check your information for accuracy. (I **strongly** encourage you to have someone else proofread your work.) Papers must be stapled; no other form of fastener (e.g., paper clip, report cover), nor a complete lack of fastener, is acceptable. **NOTE: Your writing reflects your professionalism. Papers with multiple errors in any of the above areas will receive a reduction in grade.**

Personal Wellness Plan.

This assignment is intended to help you become more aware of and comfortable with practicing self-care. Counseling requires focusing on the needs of clients. Counselors must recognize that if they don't care for themselves, they eventually will no longer be able to provide care for their clients. Self-care is both a practical necessity and a professional ethical mandate.

Develop your own personal wellness action plan.

-Consider your main spheres of activity—academics, family, finances, work, etc.

-Identify specific stresses in your life.

-Create an integrated plan that addresses your specific stresses.

-Explain how each of your chosen coping strategies will help.

(additional specific details are provided in Blackboard)

Case Presentation.

This assignment requires you to **demonstrate your ability to organize your clinical thinking about a case and provides an opportunity for you to show your counseling-related skills.** The instructor will assign a fictitious individual, in a school, counseling center, or other professional counseling setting. You will “flesh out” the details of your case and prepare both an **oral** and a **written** case presentation.

The oral presentation must include information from:

- a diagnostic interview,

-testing if called for,

-your diagnostic formulation,

-your initial treatment plan, and

-portions of an interview.

The interview may be enacted live, read to the class, or presented in an audio or video recording. Please limit your oral presentation to a **maximum of 20 minutes. (You will be penalized for not meeting the time requirement or exceeding the time limit, and may be cut off, so please develop and practice your presentation to fit within the time limit.)**

I will provide additional guidelines in class.

Also, Chapter 20 in Martin and Moore contains pertinent information about writing reports.

NO phones, lab tops or tablets are allowed to be on while other students are presenting.

SCHEDULE (Subject to change at discretion of instructor)

Please complete the reading assignments and **study** the material **PRIOR** to each class. Come prepared to discuss the material in class.

SESSION 1

Saturday, Sept. 12

MacCluskie: Chapters 1, 2, 3, & 4

**Martin & Moore: Part One: Foundations (Chapters 1 & 2);
Part Two: Phases of Therapy (Chapters 3 – 7)**

Be prepared to answer the following questions:

What is your greatest fear in terms of using counseling skills?

How will you overcome this fear?

What are **your** goals for this class?

Counseling Skills and You

Multiculturalism and Diversity in Counseling

The Microskills Model

Attending Behaviors

Sunday, Sept. 13

Exam 1: Chapters 1, 2, 3, and 4 (online)

SESSION 2

Saturday, Oct. 3

MacCluskie: Chapters 5, 6, 7, & 8

Martin & Moore: Part Three: Client Populations (Chapters 8 – 12)

Client Observation

Silence, Minimal Encouragers, Paraphrasing, and Summarizing

Questioning

Feeling Reflection

Sunday, Oct. 4

Exam 2: Chapters 5, 6, 7, and 8 (online)

SESSION 3

Saturday, Oct. 24

MacCluskie: Chapters 9, 10, 11, 15, & 16

Martin & Moore: Part Four: Contexts (Chapters 13 – 17)

Reflection of Meaning

Confrontation

Counseling Theories

Integrated Case Conceptualization

Self-Awareness and Self-Care

Sunday, Oct. 25

DUE: Personal Wellness Plan by 12:00, Midnight (online)
Exam 3: Chapters 9, 10, 11, and 12

SESSION 4

Saturday, Nov. 14

MacCluskie: Chapters 12, 13, & 14
Martin & Moore: Part Five: Therapists' Considerations
(Chapters 18 – 22)

The Counseling Process
 Intake Interviews and Initial Assessment
 Empirically Supported Techniques and Common Psychotherapeutic
 Factors

DUE: Saturday, 11/1—Oral Case Presentations (in class)

Sunday, Nov. 15

DUE: Sunday, 11/15-Written Case Presentation by 12:00,
 Midnight (online)

Exam 4: Chapters 13, 14, and 16 (chapter 15 not included)

Classes will meet on the Alpine campus (classroom location in MAB 308) on the following dates and at the specified times:

Saturday, Sept. 12 9:00 a.m. until 5:00 p.m.

Saturday, Oct. 3 9:00 a.m. until 5:00 p.m

Saturday, Oct. 24 9:00 a.m. until 5:00 p.m.

Saturday, Nov. 14 9:00 a.m. until 5:00 p.m

Class assignments will take place online on the specific dates listed:

Sunday, Sept. 13

Sunday, Oct. 4

Sunday, Oct. 25

Sunday, Nov. 14

Important Dates

Aug. 24-First Day of Classes
Aug. 27-Last Day for Late Registration
Sept. 7-Labor Day, No Classes
Oct. 19-Mid-Semester
Nov. 13-Last Day to Withdraw with a "W"
Nov. 25-27-Thanksgiving
Dec. 7-10-Final Exams
Dec. 12-Fall Commencements

SRSU Disability Services: The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator, in Counseling and Student Support Services, is responsible for ensuring that students with disabilities are provided opportunity for full participation in programs, services, and activities.

Students seeking disability services must contact the Disability Services Coordinator in the University Center, Room 211. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8178. Fax: 432-837-8724.