SUL ROSS STATE UNIVERSITY

ED 7301: CLINICAL PRACTICE IN COUNSELING
Spring 2017

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Office Hours: Online daily from 10-3, email for appointment or Mondays, Wednesdays, Fridays, 9:30-2:30 (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 Conceptualization Paper	20%
Oral Case Conceptualization Presentation	15%
Quizzes	35%
Participation	5%

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. Use of lap tops and other devices will not be allowed while other students are presenting, full attention is expected.

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.

General Format for Written Work. Papers must be typed using **APA format.** Which includes, 1 inch margins, 12-point New Roman type, and double line spacing. Begin numbering with the title page, edit for spelling, grammar, clarity, and logic of idea development. Two writing programs, Smarthinking and SafeAssign, are used to assist with quality of writing. **NOTE: Your writing reflects your professionalism. A paper with multiple errors will receive a reduction in grade.** Along with your 6th Edition APA manual, http://www.apastyle.org is a good reference web site for APA guidelines.
Typically each paragraph will have at least one cited source. Even if you have re-written the information in your own words you must cite the source. If the information is not 100% from you, you must cite a source.

<u>Smarthinking</u>

With Blackboard, you will note two tabs on the left, a Smarthinking Handbook tab and a Smarthinking tab. Sul Ross State University is providing this writing tutorial program, free of charge, to currently enrolled students. I have personally used this program and have recommended it to many students over the years. I am thrilled that Sul Ross has adopted this program and although it has always been affordable, it is now free of charge! Smarthinking is a proven excellent writing tutorial program and user friendly. I have a short summary below to give you an idea of the services, however, the Smarthinking handbook will provide you with additional details. When you are ready to submit your draft paper to Smarthinking, you may do so through the Smarthinking tab. This service does not detect plagiarism, you will still need to use SafeAssign for similarity detection.

The Smarthinking Writing Center is designed to assist secondary, post-secondary, and graduate students become stronger writers. Students receive a detailed, personalized critique of any written assignment, such as an essay, paragraph, report, or creative work. When applicable, students can select specialists such as ESL, Technical Writing, or Creative Writing experts. Students can submit writing 24 hours a day, seven days a week.

The Critique Process:

Each critique includes the writing tutor's comments inserted within the student assignment and a Response Form detailing additional feedback. Smarthinking writing tutors address students' writing issues, targeting higher-order issues (such as content and thesis development) as well as lower-order concerns (such as grammar and mechanics). They do not edit or correct student work. By expanding students' understanding of good writing techniques, our tutors help students become better writers.

Writing review services include the following options:

- Standard Essay Review

Smarthinking's standard essay critique prioritizes higher-order concerns, including main idea/thesis, content development, organization, and introduction/conclusion. This critique includes a tutor's embedded comments and a response form with commentary on essay strengths, areas in need of improvement, and a summary of next steps.

- ### Long Essay Review

The long essay review provides the same individualized feedback as the standard essay review, but applied to written pieces of greater length.

- ### Paragraph Review

The paragraph review provides the same individualized feedback as the standard essay review, but applied to a writing piece of 300 words or less.

- ### Grammar & Documentation Review

The Lower-Order Concerns-only essay critique addresses exclusively lower-order issues of grammar and mechanics, sentence structure, word choice, and documentation. This review offers the same personalized, essay-specific feedback as Smarthinking's standard Essay critique in that tutors assist students with recurring errors, model corrections, and offer concrete writing and revision advice without editing or proofing the students' work. Whereas Smarthinking's standard essay review prioritizes higher-order concerns (main idea/thesis, content development, organization, and introduction/conclusion), the grammar and documentation critique addresses exclusively lower-order issues of grammar & mechanics, sentence structure, word choice, and documentation.

- ### Resume & Cover Letter Review

Smarthinking critiques résumés and cover letters, which gives job applicants and students detailed feedback that can be essential as they seek employment. Key areas of focus include purpose/focus, content development, organization, grammar & mechanics, sentence structure, and word choice.

About Smarthinking Tutors:

Smarthinking writing tutors have advanced degrees in composition and rhetoric, literature, creative writing, and other relevant fields within the humanities. They are trained to respond to writing submissions in a range of academic subjects (e.g. lab reports, business plans, literary analyses, writing across the curriculum) and at a range of academic levels (from developmental writers to graduate students). Specifically, Smarthinking-Certified Tutors review students' writing in the following general academic areas at the secondary through graduate levels, unless otherwise indicated: Composition; Literature; English for Speakers of Other Languages (ESOL); Creative Writing; AP English (high school); English Language Arts (high

school); Writing-Intensive Courses Across the Curriculum (to include writing projects for classes in the humanities, sciences, and business, and to include thesis and dissertation projects in the humanities and business), as well as student assessment.

SafeAssign
What is the Safe Assignment Tool?

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism

You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like.

This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

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.
(Specific instructions are provided in Blackboard)

<u>Case Presentation.</u>
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 **<u>oral</u>** and a **<u>written</u>** case presentation.
(Specific instructions are provided in Blackboard)
Also, Chapter 20 in Martin and Moore contains pertinent information about writing reports.

The <u>oral</u> presentation must include information from:
- a diagnostic interview,
-assessment and/or testing,
-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.)**
(Specific instructions are provided in Blackboard)

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

<u>SCHEDULE</u> (Subject to change at discretion of instructor)

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

<u>SESSION 1</u>
Saturday, February 4 **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, February 5 **Exam 1: Chapters 1, 2, 3, and 4 (online)**

<u>SESSION 2</u>
Saturday, February 25 **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, February 26 **Exam 2: Chapters 5, 6, 7, and 8 (online)**

<u>SESSION 3</u>
Saturday, April 1 **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, April 2   **DUE: Personal Wellness Plan** by 12:00, Midnight (online)
                                         Exam 3: Chapters 9, 10, 11, and 12

SESSION 4
Saturday, April 22   **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, 10/29—Oral Case Presentations (in class)

Sunday, April 23   **DUE: Sunday, 10/30-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, February 4   9:00 a.m. until 5:00 p.m.

Saturday, February 25   9:00 a.m. until 5:00 p.m

Saturday, April 1   9:00 a.m. until 5:00 p.m.

Saturday, April 22   9:00 a.m. until 5:00 p.m

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

Sunday, February 5

Sunday, February 26

Sunday, April 2

Sunday, April 23

Important Dates

January 17-First Day of Classes

January 20-Last Day for Late Registration

March 7-Mid-Semester

March 13-17-Spring Break

April 7-Last Day to Withdraw with a "W"

May 11-Final Grades Due

May 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.