

**COLLEGE OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING**

**SUMMER SEMESTER 2008, COURSE: CNE 686 Field Practicum**

**INSTRUCTOR:**

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**Suggested TEXT:** Baird, B. N. (2005). *The internship, practicum, and field placement handbook*. Upper Saddle River, NJ: Pearson Education, Inc.

**COURSE OBJECTIVES:**

The purpose of this course is to provide direct counseling experiences in a field setting under the supervision of a licensed professional counselor or other individual with acceptable credentials. Students in this course will be expected to engage in a minimum of 600 hours of field experiences (300 hours for two semesters) that are primarily counseling in nature. A total of 240 hours (120 hours for two semesters) must be direct hours.

**IDEA OBJECTIVES:**

*Essential:*

- Learning to *apply* course material (to improved thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Acquiring skills in working with others as a member of a team

*Important:*

- Developing skills in expressing oneself orally or in writing

**CACREP OBJECTIVES:**

1. Professional Identity – Studies that provide an understanding of all of the following aspects of professional functioning

K1b; professional roles, functions, & relationships with other human services providers

K1d; professional organizations, primarily ACA , its divisions, branches, and affiliates including membership benefits, services to members, and current emphases

K1e; professional credentialing, including certification, licensure, and accreditation

K1f; public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession

K1g; advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

K1h; ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling

2. Community Counseling Standards – Knowledge and skill requirements for community counselors

c4; principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans

c5; knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual

c6; effective strategies for client advocacy in public policy and other matters of equity and accessibility

c7; application of appropriate individual, couple, and family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches

3. Clinical Instruction – K

Clinical experiences (practicum and internship) should provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of the community.

**Standards Matrix**

<b>Objectives/Learning Outcomes</b>	<b>Activities **Indicates Field- Based Activities</b>	<b>Performance Assessment</b>	<b>Standards: NCATE - NC SBEC - SB CACREP - CA</b>
1. increased knowledge and understanding of the Code of Ethics and legal standards	Class seminar discussions	Midterm and Final evaluation by site supervisor	<b>SB - b8 NCATE - Standard 1 CA-K1h</b>

2. increased knowledge of professional roles, functions, and relationships with other human service providers	Class seminar discussions ** site observations	Midterm and Final Evaluation by site supervisor Faculty evaluation of the observation	<b>CA - K1b</b> <b>NC - Standard 1</b> <b>Content Knowledge</b>
3. increased knowledge of professional credentialing, licensure, and accreditation practices and standards	Preparation of paperwork for the LPC and LMFT	Faculty evaluation of preparedness of paperwork	<b>CA - K1e; K1d</b> <b>NC - Standard 1</b> <b>Content Knowledge</b>
4. increased knowledge and understanding of the process of crisis intervention	Class seminar discussions *site observations	Faculty evaluation of observation	<b>CA - Community Counseling C7</b>
5. increased knowledge and understanding of abnormal behavior syndromes and associated medical problems and the counselor's responsibilities	*Case study with a Field client Class seminar discussions **site observations	Presentation of case study to the class; written treatment plan; DSM diagnosis Faculty evaluation of student's work by reviewing tapes.	<b>CA - Community Counseling C5</b>

6. increased knowledge of changing societal trends; clinical experiences that represent the ethnic and demographic diversity of their community	Class seminar discussions **site observations	Faculty evaluation of site observation	<b>SB - b5</b> <b>CA - Clinical K</b> <b>NC - Standard 3 Field Experiences and Clinical Practice</b>
7. increased knowledge of the characteristics and educational needs of special populations	Class seminar discussions **Case study	Presentation of case study to class	<b>SB - b9</b> <b>CA - Community Counseling C4 and C5</b> <b>NC - Standard 3 Field Experiences and Clinical Practice</b>
8. increased knowledge of community resources and advocacy for clients	Class seminar discussions **site observations **Final reaction paper written on site placement	Faculty evaluation of site observations Point evaluation of final paper	<b>SB - f4</b> <b>CA-K1f; K1g</b> <b>CA - Community Counseling C6</b> <b>NC - Standard 1 Professional Knowledge and Skills</b> <b>NC - Standard 3 Field Experiences and Clinical Practice</b>

**DISABILITY STATEMENT:** Any students with a disability/disabling condition should arrange for a conference with the instructor in order that appropriate strategies can be considered to assure that participation and achievement opportunities are not impaired. The Committee for Continuing Assistance for Disabled Students may be contacted for further information. The Chairperson is the Director of the Counseling Center (936) 294-1720).

### **COUNSELING PROGRAM ATTENDANCE POLICY**

The following represents the attendance policy for all courses in the Counseling Program:

1. Students are permitted to miss one class (3 Hours) with no penalty, but a call to the professor of the class is expected. (**Note: The counseling program attendance policy does not apply to this class because we only meet 8 times during regular semester and 5 times during summer. Students must meet all 24 hours of the class. See the professor if you anticipate an unavoidable absence. )**
2. With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both of the absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action.
3. A drop of a letter grade will occur for each subsequent absence.

### **Student Absences on Religious Holy Days Policy:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is exuded within a reasonable time after the absence.

### **COURSE FORMAT:**

This course is primarily an experiential course in which students are expected to complete a minimum of **600 hours** of counseling experience in an appropriate work setting, of which **240 hours will be direct contact with clients. (300 hours for LMFT, of which 120 hours will be direct)**. Field practicum students who are gaining their practicum experience in a school setting must obtain at least 30 hours of the 240 hours of direct client contact in a community-based setting. During the class meetings, student experiences will be reviewed, tapes will be critiqued, and pertinent counseling information will be introduced/reviewed and discussed in a seminar-type setting. The instructor will make on-site visits to the field placement site one/two times during the semester. These visits will be arranged during the class. In addition, the field practicum student and his or her site supervisor are required to attend a Supervisor Workshop at the university right before the semester begins, to orient both the student and the supervisor to the expectations and requirement of the field practicum.

**\*\*As a CACREP requirement, all students are expected to audio and or videotape their clinical sessions. Site supervisors and administrators are to be informed of this prior to the beginning of the internship. If a site is unable to accommodate any type of taping, that site will not be approved for an SHSU internship for students.**

**COURSE EVALUATION:** The grading for this course has been set up on a point system. Students are required to 1.) complete all the assignments and 2.) demonstrate proficient counseling skills.

**WORK TURNED IN LATE:**

Late work will be penalized 10% for each 24 hour academic period.

**1. A log of all activities** will be maintained throughout the semester - a sample log is attached with this syllabus. The student will have three copies at the end of the semester - one for the student, one for the field supervisor, and one for the university supervisor.

LPC students have the ratio of 240direct/600 total

LMFT students have the ratio of 30 individual/60 family/marital direct; 300 total (each of two semesters enrolled in CNE 686).

**100 points for meeting the hours requirement**

**2. Evaluations by site supervisors** - The midterm and final evaluations will each count for 50 points; it is expected that growth will occur from the midterm to the final. Site supervisors should be requesting either video or audio tapes of field students in addition to observing the student directly in a session. Due June 2 and July30

**100 points total for the on-site supervisor evaluations**

**3. Observations by the university professor**

It is the student's responsibility to set up at least one observation for the professor of the course, with a second observation at the discretion of the professor. **The plan for the session should be conveyed to the professor prior to the observation either by discussion in class, e-mail or phone call.** The professor should be able to follow the session based upon the student's plan of treatment. The observation(s) is 100 points.

**100 points for the observation(s) by the professor.**

**4. Critique of tapes**

Students are required to record a minimum of one audio/video tape per week. **Two tapes are required to turn in for critique each time the class meets except for the first meeting.**

**100 points**

**5. Students will present a case study** to the seminar (class) and may use genograms, charts, audio/videotapes etc. to clarify client dynamics, goals, and treatment plans. Students will have a typed treatment plan for the presentation which will be handed into the professor.

**100 points**

**6. A paper summarizing the field practicum experiences** will be submitted at the last class meeting (4-8 pages, typed, double spaced, graduate-level quality).

**50 points**

**7. Class Participation** - All students are expected to participate in the class discussions and provide feedback to their peers during case presentations.

**50 points**

**Total points = 600**

**A = 541 – 600**

**B = 480 - 540**

**“C” grades are not given in Field. The class must be taken over if total points fall below 400.**

**A grade of “F” will be given to any student that does not make the effort to meet the minimum requirements for all of the above categories.**

### **MEETING DATES**

**June 4      Orientation to the Class and Paperwork**

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**June 18     Presentation of Case Studies and Critique of tapes**

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**July 2      Presentation of Case Studies and Critique of tapes**

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**July 16     Presentation of Case Studies and Critique of tapes**

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**July 30     Presentation of Case Studies and Critique of tapes**

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