

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING

FALL SEMESTER 2007, COURSE: CNE 686 Field Practicum

INSTRUCTOR:

Dr. Richard C. Henriksen Jr., Ph.D., LPC-S, NCC, ACS

Phone: (936) 294-1209 Fax: (936) 294-4277

Office: CEC 120

Office Hours:

I will be available 1 hour before and after class for your convenience or you can make an appointment to see me at other times.

E-mail: rch008@shsu.edu

Course Date and Times:

Monday, 6-9pm. Please see class schedule for exact dates of class.

Room: 342

Texts: There are no texts for this course.

The curricula for this course includes: (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.

Catalogue Course Description:

CNE 686 FIELD PRACTICUM. The course provides supervised experiences in a counseling setting. Study is made of the duties and responsibilities of the counselor at work. Prerequisites: CNE 676 and subject to individual placement.

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 LMFT track) that are primarily counseling in nature. A total of 240 hours (120 hours for LMFT track) 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

Important:

- Acquiring skills in working with others as a member of a team
- 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

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

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	CA - K1b NC - Standard 1 Content Knowledge
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	CA - K1e; K1d NC - Standard 1 Content Knowledge
4. increased knowledge and understanding of the process of crisis intervention	Class seminar discussions *site observations	Faculty evaluation of observation	CA - Community Counseling C7
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.	CA - Community Counseling C5

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	SB - b5 CA - Clinical K NC - Standard 3 Field Experiences and Clinical Practice
7. increased knowledge of the characteristics and educational needs of special populations	Class seminar discussions **Case study	Presentation of case study to class	SB - b9 CA - Community Counseling C4 and C5 NC - Standard 3 Field Experiences and Clinical Practice
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	SB - f4 CA-K1f; K1g CA - Community Counseling C6 NC - Standard 1 Professional Knowledge and Skills NC - Standard 3 Field Experiences and Clinical Practice

Student Syllabus Guidelines: You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure: <http://www.shsu.edu/syllabus/>

Academic Dishonesty: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.*

Classroom Rules of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell

phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures, only with Dr. Henriksen's permission, provided they do not disturb other students in the process.

Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

COUNSELING PROGRAM ATTENDANCE POLICY

- Students are permitted to miss one class (3 hours) with no penalty, but a call or email to the professor of the class is expected.
- With a second absence, a drop of one letter grade will occur unless the student receives special dispensation. Following a second absence, the student must write a letter to the COUNSELING FACULTY explaining the extenuating circumstances for the absence. The faculty will then discuss the situation and decide if the letter grade drop will occur or if the student will be excused from that action.
- A drop of a letter grade will occur for each subsequent absence.
- Students must make-up any missed class to meet course requirements. Failure to make-up a missed class will result in receiving an IP for the course.

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 excused 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.

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 60 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.

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.

50 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).

25 points

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

25 points

8. Theory Position Paper. The importance of demonstrating the ability of working from a theoretical is important to the successful completion of field practicum. Students are required to work from a single theoretical perspective and to demonstrate the ethical use of theory. To facilitate this requirement, students will complete Personal Theory Position Paper based on the guidelines found on page 7 of the syllabus.

100 Points for this project

Total points = 600

A = 540 – 600

B = 480 - 539

“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

8/20 Orientation to the Class and Paperwork

8/27 Presentation of Case Studies and Critique of tapes

9/10 Presentation of Case Studies and Critique of tapes

**9/24 Presentation of Case Studies and Critique of tapes
Theory Paper Due**

10/8 Presentation of Case Studies and Critique of tapes

10/29 Orientation to the Class and Paperwork

11/12 Presentation of Case Studies and Critique of tapes

**12/3 Presentation of Case Studies and Critique of tapes
Turn In Final Paperwork**

Personal Theory Position Paper

Assignment:

Students will write a 5 page paper detailing their theoretical orientation (a specific theory). You should indicate how the theory is similar to your personal view of counseling throughout the paper. You should also note areas in which you differ from your chosen theoretical orientation. The multicultural use of your theory should also be addressed. Address the following areas in your paper:

- Basic assumptions about human nature (Heading: Human Nature)
- How personality develops or how individuals develop (Heading: Personality Development)
- How maladjustment occurs (Heading: Maladjustment)
- How counseling facilitates change (Heading: Process of Counseling; this section must include (a) goal(s) of therapy, (b) role of the counselor and role of the client, and (c) techniques used according to the theory)

References:

You must use at least four sources for this paper. A primary source is one written by the developer of the theory or someone who is well known for subsequent work in the theory. You may NOT use texts similar to your theories text for this course (secondary sources). You may, however, use edited works in which the original source authors contributed chapters, i.e., Current Psychotherapies (edited by R.J. Corsini & D. Wedding). If you are not sure about your references, check with me.

Parameters:

The manuscript must consist of five (5) typewritten pages, which does not include the title page or reference page. No abstract is required. The manuscript must conform to the current APA publication manual; see Publication Manual of the American Psychological Association (5th Edition).

Evaluation:

Your paper will be evaluated on the basis of appropriate sources and thorough content related to each heading, adherence to APA style, grammar, and writing clarity and organization. The APA has a section solely on writing improvement.