

**COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING**

COURSE: CNE 686 Field Practicum

INSTRUCTOR:

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Enhancing The Future
Through Educator Preparation

TEXT:

All students should have and BRING TO EVERY CLASS their DSM-IV-TR TEXTBOOK.

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 that are primarily counseling in nature.

IDEA OBJECTIVES:

Essential:

- Learning to *apply* course material (to improve 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 skill 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

1b; professional roles, functions, and relationships with other human services providers
1e; professional credentialing, including certification, licensure, and accreditation

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 of mental disorders*

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

c7; application of appropriate individual, couple, 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
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
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 - 1b NC - Standard 1 Content Knowledge
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 - 1e NC - Standard 1 Content Knowledge

increased knowledge and understanding of the process of crisis intervention	Class seminar discussions *site observations	Faculty evaluation of observation	CA - Community Counseling C7
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 observation	CA - Community Counseling C5
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
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

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 - Community Counseling C6 NC - Standard 1 Professional Knowledge and Skills NC - Standard 3 Field Experiences and Clinical Practice
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Disability Statement:

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

Counseling Program Attendance Policy:

Regular and punctual class attendance by each student is expected. The following represents the attendance policy for all courses in the Counseling Program:

- Students are permitted to miss one class (3 hours) with no penalty, but a call (or e-mail) to the professor is expected.
- With a second absence (3 hours), a **drop of one letter grade** will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for BOTH absences, with doctor's excuse or other documentation attached. 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.
- An automatic 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 excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor.

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**. Field practicum students who are gaining their practicum experience in a school setting must obtain at least **thirty hours** of the 240 hours of direct client contact in a community-based setting. Actual

class meetings will be at a time to be determined during the semester. 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 at least two times during the semester. These visits will be arranged during the first meeting of 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 requirements of the field practicum.

Suggested Topics We Might Discuss During Class:

- Ethical and legal considerations
- Diagnosing
- Treatment Planning
- Getting through the hurdles of the LPC/LMFT examinations
- Becoming a professional - networking, taking care of oneself, professional and personal goals
- Getting the most from the supervision process
- Counselor Competencies - lifelong training and education
- The Counseling Process - getting started, the helping aspect, termination
- Parallel process in counseling and supervision

MEETING DATES AND ASSIGNMENTS

- August 22 – Orientation to the Class and Paperwork
Students given “secret” DSM IV codes for role play.
- Sept 5 – Bring in examples of treatment plans. Discuss treatment plans.
Review Cases & Process (Bring Audio Tapes)
BRING YOUR DSM-IV-TR TEXTBOOK TO CLASS.
- Sept 19 – Review Cases & Process (Bring Audio Tapes)
BRING YOUR DSM-IV-TR TEXTBOOK TO CLASS.
- Oct 3 – Review Cases & Process (Bring Audio Tapes)
BRING YOUR DSM-IV-TR TEXTBOOK TO CLASS.
- Oct 17 – Review Cases & Process (Bring Audio Tapes)
BRING YOUR DSM-IV-TR TEXTBOOK TO CLASS.
- Nov 14 – **Case Presentations** (4 Students)
Change Journal DUE.
Review Cases & Process (Bring Audio Tapes)
BRING YOUR DSM-IV-TR TEXTBOOK TO CLASS.

Nov 28 – **Case Presentations** (4 Students)
 Review Cases & Process (Bring Audio Tapes)
BRING YOUR DSM-IV-TR TEXTBOOK TO CLASS.

Dec 12 – **All Paperwork is Due.**

GRADING CRITERION:

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. The instructor will check this log during each site visit.
 LPC students have the ratio of 240direct/600 total
 LMFT students have the ratio of at least 50% family/marital direct; 300 total (each of two semesters enrolled in CNE 636)
2. **Evaluations by site supervisors** - Supervisors should be requesting either video or audio tapes of field students if they are unable to observe the student directly in a session.
3. **Observations by the university professor**
 It is the student's responsibility to set up two observations for the professor of the course during the semester. 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.
4. **Students will present a case study** to the seminar (class) and may use genograms, charts, 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 at the presentation. The treatment plan will include diagnoses, a brief case conceptualization, and plan of action (formal *treatment plan*).
5. **Change Journal.** A journal will be kept. The journal will cover the following topics: Very specifically, how does change occur both in general and during psychotherapy? How can you help this process as an agent of change. Be very specific. Philosophize. Think deeply. Pontificate. The journal will be turned in on Nov 14th. **The paper should be between 1 ½ and 2 pages, double spaced – 12 font Arial.** This is an opportunity to put in writing the deep reflective processing of how change occurs and how you can help – a lifelong and continuous mental process for any serious psychotherapist. Grading will take into consideration depth of thought and evidence of time spent during contemplation of the topic. “Fluff”, non-specificity, and length less than 2.0 pages will be penalized.

6. Class Participation - All students are expected to participate in the class discussions and provide feedback to their peers during case presentations. Respect should be shown at all times for all individuals.

OVERALL FINAL GRADE DETERMINATION

A = 90 – 100%

B = 80 – 89.9%

“C” grades are not given in this class. The class must be taken over if total points fall below 320.

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.

ACADEMIC HONESTY

1.01 The subject of academic honesty is addressed in paragraph 5.3, chapter VI of the Rules and Regulations, Board of Regents, The Texas State University System and Sam Houston State University student Guidelines published by the Office of Student Life to wit:

5.3 Academic Honesty. The university expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

5.31 The university and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion and the abuse of resource materials.

5.311 "Cheating" includes:

(1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.

(2) Using, during a test, materials not authorized by the person giving the test.

- (3) Collaborating, without authorization, with another student during an examination or in preparing academic work.
- (4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- (5) Substituting for another student, or permitting another student to substitute for oneself, to take a test.
- (6) Bribing another person to obtain an unadministered test or information about an unadministered test.
- (7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.312 "Plagiarism" means the appropriation of another's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit.

5.313 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

5.314 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

Presentations: Between 30 and 45 minutes. Pick one client. Include:

Background information of case.

Diagnosis.

Treatment Plan.

Interventions used by client and psychotherapist.

Highlights of therapy sessions

Outcome.

Future Recommendations/Prognosis

Turn in the treatment plan after the presentation. As noted above, the treatment plan will include diagnoses, a brief case conceptualization, and plan of action (formal *treatment plan*).