

**Texas A&M University-Texarkana
College of Arts, Sciences and Education**

COUN 516

Pre-Practicum in Counseling

Fall 2020

Class Day/Times: Thursday 4:00 - 6:45 pm

Location: Counseling Lab

Credit Hours: 3

Instructor: Karen Parker, PhD, LPC-S, LMFT

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Phone: 225-235-1693

Office Hours: Thursdays 2-4 (Email to set up appointment is strongly encouraged).

Catalog Description:

Supervised experience in individual counseling will be provided in a laboratory setting. Students' demonstration of professional standards, counseling skills, and personal characteristics appropriate to the counseling relationship is expected.

Pre-requisites:

Graduate standing or permission of instructor.

Course Delivery Method:

This course will be taught using lecture, small group, seminar, demonstration and one-on-one partner practice. Students are to be active learners engaged in their own performance and development of knowledge in the subject areas covered. Since the course will require experiential one-on-one partner practice attendance in all class meetings is strongly encouraged.

Required Textbooks:

1) Egan, G. (2013). The skilled helper: A problem-management and opportunity-development approach to helping, (10th Edition). ISBN 978-1285065717

2) McHenry, B. & McHenry, J. (2007). What therapists say and why they say it. Boston: Pearson, Education, Inc. ISBN: 0205484778

Recommended Textbooks:

1) Egan, G. (2013). Student Workbook Exercises for Egan's skilled helper: A problem management & opportunity-development approach to helping (10th edition)

2) Diagnostic and Statistical Manual of Mental Health Disorders, 5th Edition: DSM-5, American Psychiatric Association 4) Yalom, I. D. (2012). Love's Executioner & other tales of psychotherapy. ISBN 9-780465- 042807.

Purpose: The purpose of the Pre-Practicum course is to provide both the foundation and skill building for all future practica experiences that the student needs for effective work with clients. Specifically, regardless of later emphasis or specialization, the training in this course will require demonstration of essential entry level competency in counseling and psychotherapy. Development and application of a number of interviewing and counseling skills is the primary focus, regardless of your theoretical orientations. Students will be expected to develop and practice a numbers of basic and generic counseling skills, including, but not limited to establishing relationship/rapport, listening, effective communication, reflection, empathic responding, probing, questioning, challenging, use of silence and confrontation skills.

Student Learner Outcomes:

1. Communications skills training- Students will develop a repertoire of appropriate responses involving: attending behavior, minimal verbal and non-verbal responses, open ended questions, facilitative responses, reflection of feelings, paraphrasing content, summarization of feelings and content, differentiation between cognitive and affective messages, immediacy, self disclosure through feedback to the interviewee or through reactions to the interviewer/interviewee's statements.

2. Relationship building skills- Students will establish a trusting, open and useful relationship through the establishment of core conditions (additive empathy, positive regard, genuineness, and concreteness).

3. Personal growth and development- Students can expect to examine their intra-personal issues and concerns. They should be able to demonstrate the ability to express and understand their own personal dynamics and development, including strengths, sensitivities, defenses and limitations.

4. Ethical and legal standards-Students will adhere to the ACA & ASCA ethical standards. Students are expected to read both documents. These documents can be found online at www.counseling.org.

5. Multicultural competence – students will be sensitive to different worldviews and integrate clients' backgrounds into the counseling process and refrain from one-size-fits all approach to counseling.

Method of Evaluation

A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59% Texas A&M University-Texarkana Course Syllabus:

Assignments	Number of assignments and possible points	Total points
Disclosure statement	1X 100	100
Class attendance and participation	11X50	550
Final video	1X200	200
Transcription of counseling video	1X200	200
Treatment plan	1X200	200
Total points		1250

Specific grading of the final tape:

A = 180-200, represents an exceptionally high level of responding to client effectiveness, i.e. an outstanding endorsement including attention to proxemics. Students who receive this grade are more comfortable with supervision feedback and view that process as both a personal and professional growth opportunity.

B = 160-179, represents an expected level of effectiveness. The student can respond to client satisfactorily and has a uniformly beneficial effect on client (a very satisfactory endorsement).

C = 140-159, represents a minimal level of responding skill and is a restricted or qualified endorsement. This student is functioning below a level required for the Practicum class. There are usually severe limitations in certain areas. Students who fail to grasp and consistently demonstrate basic communication and interpersonal skills will generally end up with this grade. I would recommend that students with this grade meet with me to design additional experiences/training that will assist them in meeting an acceptable level of performance.

** If you submit a tape from another class or previous semester, you will automatically receive an F for the assignment. You may also be referred for other appropriate disciplinary remediation/disciplinary action.

I must be able to see you and your volunteer in the video.

Yalom's recommended text: The Gift of psychotherapy... can be a very helpful adjunct to the required texts in skill development and application.

ATTENDANCE: Since this is a skills development course, and because you have a fellow student dependent upon your attendance for completion of tapes and practicing of skills, attendance to all class sessions is required. Non-attendance also means missed opportunity to practice skill and to receive feedback from the instructor and peers.

Assignments are due on the day listed in the schedule. All written assignments must be typed and reflect graduate level presentation/composition. Students are expected to learn and use APA writing and reference style. Correct spelling, punctuation, and grammar are expected. Points will be taken off for not using APA style and poor quality of work. Late assignment will be graded if turned in during the same week that the assignment is due, but will be marked down one letter grade; i.e. if you earned and A it will be marked down to a B, etc. **No make up for test missed will be given.

Disability Accommodations: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Plagiarism: Plagiarism will not be tolerated at the graduate level of education. Students will be confronted concerning any possible plagiarizing of the work of others. Dismissal of the student from class is the most likely repercussion. If you turned in any assignment that you have submitted in another course, including the video tapes, you will get automatic F grade for the 4 assignment and you will be referred to the department for a staffing. I strongly encourage you to use turnitin to check all your written assignments before you submit it for grading. Please investigate <http://www.turnitin.com> for information about plagiarism. Please refer to the Texas A&M University-Texarkana catalog regarding Academic Dishonesty. Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, intimidation, and undocumented use of materials from any source constitutes academic dishonesty and may be grounds for a grade of F in the course and/or disciplinary actions. Example of academic dishonesty is turning in a tape and transcription from another course.

A&M-Texarkana Email Address: Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. I encourage you to update your TAMUT email as this will be your default email for corresponding with you in this class. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

Pre-Practicum Taping Guidelines Transcribe the entire 45 minutes session with a volunteer. The transcription must have counseling skills clearly identified and verbatim. Points will be taken off for gaps in the transcription including punctuations.

NOTE: A counseling skills rubric is attached to this syllabus to help you understand areas that will be the focus of your tape evaluation and overall competencies expected at the end of the course.

*To the peer counselee/interviewee: To be a good partner, it is important to have “something” to talk about. YOU ARE NOT EXPECTED TO SHARE INTIMATE, SENSITIVE DETAILS OF YOUR LIFE. You do not have to share personal emotional matters or problem-oriented matters. In the past, students role-playing as the counselee/client have discussed issues that have been resolved or are non-threatening. Examples of such topics are: 1- Caring for an elderly parent having a child in college 2- Caring for a sick pet 3- child struggling in school 4- Recovery from an illness/accident vacations 5- Career change for self or significant other 6-losing weight for reunion or health 7- College choice for self or child remodeling house 8- Child made or did not make a team 9-wedding plans 10 -Hobbies (how big was that fish?) 11-buying new car 12-Procrastination

The point is to provide the student role-playing as the counselor with opportunities to practice and demonstrate basic counseling skills.

Tentative Schedule: Schedule may change for educational purposes/benefits.

Week 1

Due date: **8/27**

Introduction to the course and to each other!!!!

Week 2

Due date: **9/3**

Read Professional Disclosure Statement in Chapter 3: McHenry & McHenry

Read Chapter 1 Egan - The incidents of successful helping,

Create your Professional Disclosure Statement and submit it.

Week 3

Due date: **9/10**

Read Chapter 2 Egan: The helping relationship and the values that drive it.

Discussion of readings.

Role plays.

Week 4

Due date: **9/17**

Read Chapter 3 Egan: The therapeutic dialogue: Communication and relationship building skills.

Discussion of readings.

Role plays.

Week 5

Due date: **9/24**

Read Chapter 4 Egan: Emphatic responding skills and the importance of empathic relationship.

Discussion of readings.

Role plays.

Week 6

Due date:**10/1**

Read Chapter 5 Egan: The art of probing and Chapter 4 McHenry & McHenry (p.48).

Discussion of readings

Role plays.

Week 7

Due date: **10/8**

Read Chapter 6 Egan: Facilitating client self-challenge: from new perspective to new behavior and Chapter 11 (p.122) McHenry & McHenry.

Discussion of readings.

Role plays.

Week 8

Due date: **10/15**

Read Chapter 7 Egan: Helper self-challenge.

Discussion of readings.

Role plays.

Week 9

Due date: **10/22**

Read Chapter 8 Egan: Introduction to problem management process.

Discussion of readings.

Role plays.

Week 10

Due date: **10/29**

Read Chapter 9 Egan: Helping client tell their stories and Chapters 10 & 11 Egan: The real story and the right story.

Week 11

Due date: **11/5**

Read Chapter 12 Egan: Goals, outcomes, impact & commitment **

Treatment plan template will be provided on BB.

Week 12

Due date: **11/12**

Read Chapter 13 Egan: Planning the way forward and termination and Chapter 14 Egan: Implementation: making it all happen.

Taping final during class.

Week 13

Due date: **11/19**

Treatment plan due on BB.

Transcript for therapy/counseling session due.

Video of counseling session due.

Pre-Practicum Student Critique Form/Rubric

Pre-practicum student's name:

Date of Tape: _____

Codes: NA = not applicable

0 = detracting: misuse of techniques or absence of characteristic that has a noticeable negative effect

1 = adequate: slightly facilitative with much room for improvement

2 = good; generally facilitative with a few areas needing improvement

3 = excellent; little room for improvement

CRITERIA RATING OPENING: friendly, natural and appropriate, conducive to rapport _____

STRUCTURING: definition of role, if needed, was clear, accurate, and appropriately given _____

ACCEPTANCE: conveyed warmth, care, and acceptance of the student as a person regardless of the student's/client's expressions _____

EMPATHY: demonstrated understanding of client feelings by attending to and reflecting what the client expressed (verbally or non-verbally) so that meanings were more clearly understood _____

CONCRETENESS: dealt with specific feelings, experiences, and goals of the client _____

CONFRONTATION: dealt with discrepancies in nonverbal, verbal and behavioral responses _____

GOAL SETTING: assisted with identification and implementation of the client's goals _____

REFLECTION OF MEANING/FEELING: the student appropriate reflected meaning of the material the student/client presented. _____

MINIMAL ENCOURAGERS: the student verbally and non-verbally encouraged the student/client throughout the process. _____

PARAPHRASED: the student appropriately paraphrased student/client material when needed. _____

VALUES AWARENESS & MANAGEMENT: managed one's own values so as not to impose them on the other student/client _____

SUMMARY: the student summarized when and where appropriate _____

CLOSING: was smooth and not abrupt; follow-up or further counseling/therapy was arranged if necessary _____

OTHER FACTORS: tone of voice _____

use of silence _____

use of questions _____

OVERALL RATING (Circle NA or Mark on Scale): NA | | | | Total Points: _____ 0 1

2 COMMENTS:

Feedback on Tape (in the above section, I will comment on not only the techniques assessed above, but also the overall quality of your work in regard to providing a therapeutic environment)