



COLLEGE OF EDUCATION
 COUNSELOR EDUCATION
 ALABAMA A & M UNIVERSITY

Instructor	
Course Number	COUN 596
Course Title	Pre -Practicum
Call Number/Section	
Class Times	
Class Location	
Prerequisites	
Textbook	<p>(REQUIRED Textbook) Theravue https://www.theravue.com/sign-in</p> <p>40 Techniques Every Counselor Should Know (3rd ed) Bradley Erford</p> <p>American Counseling Association (ACA). 92014). ACA Code of Ethics (no cost) http://www.counseling.org/resources/aca-code-of-ethics.pdf <i>Publication manual of the American Psychological Association, (5th ed.).</i> Washington, DC: American Psychological Association.</p>
Instructor	
Office	
Office Hours	
E-mail address	

COURSE DESCRIPTION:

This course is structured as a fundamental counseling skills course, with the purpose of developing relationship building, basic assessments, goal setting, selecting client-aligned interventions, and evaluation of client outcomes required for Field Practicum. The course is designed as a content and practice-oriented skills development experience within a safe and encouraging environment.

RATIONALE FOR COURSE

The practicum field experience is designed to provide an opportunity for students in counseling and clinical training to apply what they have learned in coursework in a real setting under appropriate supervision. Opportunities will be provided for students to gain supervised experience that may not be provided in the class setting (e.g., activities such as administering tests, working with a diverse clientele, etc.). The practicum seminar is designed to give students the opportunity to share experiences in the field in a common setting and to discuss recent literature in the areas of ethics, assessment/diagnosis, and intervention.

SERVICES FOR PERSONS WITH DISABILITIES

The University provides environmental and programmatic access for persons with documented disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Any student who desires information or assistance in arranging needed services for a disabling condition should contact the Director of Special Students Services, Student Center, Room 203, (256) 372-4263.

Required Assignments:

I. **Mock Interview:** Students will conduct and record a mock interview with a peer from a list of interview questions. The instructor will review this interview and provide feedback. The purpose of this assignment is for students to practice their interviewing skills for Practicum, Internship, and eventual job placement.

2. **Resume/Cover Letter-** Students will create their resumes and write a cover letter for a minimum of 2 practicum sites. Students will also do a job search and create a cover letter for a job they would wish to apply for upon graduation.

3. **Theravue Counseling Simulations/Intake Assessment Counseling Recordings:** Technology that allows the recording of all client sessions in the

A) **Theravue Counseling Simulations:** Students will submit **5 simulations using Theravue simulations**. After completion of the Theravue recording, students will need to submit the following clinical documentation for each recording: 1) progress notes (SOAP format), 2) self-assessment evaluation, 3) informed consent, 4) mental status general observations, 5) termination report, and 6) treatment plan.

B) **Intake Assessment Video Recordings:** Students will complete **5 intake assessments video recordings (40 minutes minimum)** with **live clients/partners**. After completion of the intake assessment, students will need to submit the following clinical documentation for each recording: 1) a clinical case report, 2) the intake assessment form, 3) progress notes (SOAP format), 4) self-assessment rubric, 5) informed consent, 6) mental status general observations, and 7) termination report.

Please note video recordings submitted with passwords will not be graded and receive a zero if there is no password provided at the time of submission. You have difficulty uploading the video or playback after submission, please notify me before the assignment deadline via Blackboard course messages. All clinical documentation must be completed in its entirety. Examples are provided under Appendix.

5. **Reflection Paper (50 points).** Students will write a personal reflection paper in APA style format that answers the following prompt: *“Concluding this semester, what personal growth and what professional growth did you observe in yourself since the start of the program?” Reflect on these areas of growth as this point in the program for you as well.. Lastly, reflect on aspects of your self-care that assisted you during the semester and what you intend to do to hold yourself accountable for your own personal wellness as you continue your clinical work in subsequent semesters.* This assignment needs to include a cover page, a reference page if applicable, and be at least 3 pages in duration but not more than 5 pages.

GRADING MATRIX

Instrument	Points
Mock Interviews	50
Resume, Cover Letter	100
Theravue case simulations/Intake assessments/ Taped session	200
Reflection Paper	50
Total Points Possible	500

GRADES

Total Possible Points: 500

Points	Grades
450-500	A
400-449	B
350-399	C
300-349	D
0-299	F

Schedule

Schedule subject to reasonable revision

Date	Content	READINGS	ASSIGNMENTS DUE
Week 1	<ul style="list-style-type: none"> ▪ Syllabus ▪ Introductions ▪ Expectations 		
Week 2	Clinical population interest exploration Job Interview Etiquette Possible Interview Questions Work on resume and cover letters		
Week 3	Live Mock Interviews Live Mock Counseling Sessions for Interview Work on resume and cover letters		

Week 4	Review clinical documentation (Progress Notes, Treatment Plan, etc.)		Resume and Cover Letters due Mock Interview due
Week 5	Review clinical skills: body language, paraphrasing, feelings reflection, open ended questions		Theravue video submission module 1 Due
Week 6	Review clinical skills: Intake interview, explaining the therapeutic process, discussing your theoretical orientation		Theravue video submission module 2 Due
Week 7	Techniques Based on Solution-Focused Brief Counseling	Section 1	Theravue video submission module 3 Due
Week 8	Techniques Based on Adlerian or Psychodynamic Approaches	Section 2	Theravue video submission module 4 Due
Week 9	Planning for Practicum: Handbooks disseminated Techniques Based on Gestalt and Psychodrama Approaches	Section 3	Theravue video submission module 5 Due
Week 10	Techniques Based on Mindfulness Approaches	Section 4	Theravue video submission module 5 Due
Week 11	Techniques Based on Humanistic-Phenomenological Approaches	Section 5	Theravue video submission module 5 Due
Week 12	Techniques Based on Cognitive behavioral Approaches	Section 6	Theravue video submission module 5 Due
Week 13	Techniques for Use Within and Between Sessions Techniques on Behavioral Approaches	Sections 7-10	
Week 14	Techniques Based on Emerging Approaches	Section 11	
Week 15	Course Wrap up		Reflection due

SERVICES FOR STUDENTS WITH DISABILITIES

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ATTENDANCE POLICY

The attendance policy complies with the Alabama A & M University guidelines. A graduate student is permitted **one** (1) unexcused absence for each credit hour generated by the class. Two absences will lower your grade by one grade; this holds true for subsequent absences. Students are expected to attend all classes. This instructor does not have to be contacted in the event of your absence, except in the event of extended absences. Students are allowed one unexcused absence. **Two absences = 1 letter grade lower; Three absences = failure of course.**

COMMITMENT TO DIVERSITY

The College of Education, Humanities, and Behavioral Sciences is committed to providing students with appropriate and sufficient knowledge, abilities, and dispositions that will enable them to understand, accept, and embrace diversity and equity in the learning process.

ETHICS STATEMENT

All acts of dishonesty in any work constitute academic misconduct that could result in a failing grade for the class or expulsion from the Program/University. Academic dishonesty includes but is not limited to cheating, plagiarism, and fabrication of information. Students who commit acts of academic dishonesty will be immediately referred to the Department's Academic Standards Committee for adjudication, which could result in expulsion from the Program and from the University. Resource: the AAMU, Office of Academic Affairs, Academic Policies and Procedures Manual, most recent revision.

CLASSROOM DECORUM

It is expected that students will take responsibility for their own education and will help to create an environment conducive to learning. Additionally, each classroom should be embraced as a professional experience. Cell phones will be turned off or placed on the silent mode during class. Disregarding this request will lower your grade by one letter grade. Appropriate attire is required.

Laptops may be used in class but are only to be utilized for class related activities (e.g., taking notes). If it becomes apparent you are using the computer for non-class activities (e.g., checking your email, playing games) then you may be asked to turn off your computer and refrain from bringing it into class in the future. Laptop use is restricted to the back or sides of the classroom so that other students are not distracted during lecture.

Students who violate the Student Code of Conduct will be referred to the Department's Academic Standards Committee. The Psychology & Counseling Master's Program adhere to the code of ethics that govern our profession: ACA, <http://www.counseling.org/knowledge-center/ethics>; American Psychological Association, <http://www.apa.org/ethics/code/index.aspx>; and the NCC, <http://www.nbcc.org/assets/ethics/nbcc-codeofethics.pdf>.

SAFETY PRECAUTIONS

Keep your site supervisor apprised of all aspects of your work. Obtain supervision from your site supervisor **immediately** if you become aware of any information that causes you concern for another person's safety. If the supervisor is not available, seek assistance from another counselor/mental health professional in the agency **immediately**. Also inform the instructor as soon as possible.

Appendix

SAMPLE RESOURCE FORMS

SAMPLE PROGRESS NOTE (SOAP FORMAT)

SOAP

S: Subjective: How does the client describe their problem? This is usually a quote or statement from the client describing their subjective description of the problem.

O: Objective: What did you observe about this client? These are written as factual notations.

A: Assessment: What is your impression about/of this client?

P: Plan: What is your plan with this client?

Example:

S: Sharon F. stated, "He goes out drinking all night and I get so furious. I'm done going around town trying to find him at bars."

O: Cl. describes long history of 'dealing' with husbands drinking. Cl. somewhat labile in session – tearful, then angry, then withdrawn. Cl. expresses concern for effect husband's drinking has had on children. Denies kids are at risk. No history of violence, child abuse. Cl. states alcoholic parents. Not sure what to do. States divorce is not an option.

A: Cl. clearly pained by situation. Cl. looks tired, haggard. Seems dejected. Difficulty reaching out for support. Seems to blame self as reason husband drinks.

P: Support. Provide psychoeducation regarding husband's use of alcohol. Supportively confront belief she is the cause of his drinking. Inform client of Al-Anon and ACA. Encourage attendance in Al-Anon for group support and to confront negative self ideations. Will continue to establish goals.

Evaluation of Counselor

Counselor in- training- name _____

This questionnaire asks for your perceptions of the sessions with your counselor. The purpose of the questionnaire is to provide feedback to the counselor and to the practicum supervisor, regarding strengths and areas needing improvement.

Circle your assessment of your counselor's performance as "Usually True", "Often True", or "Seldom

	Usually	True	Often True	Seldom
1. Counselor/Consultant worked at hearing and understanding your concerns	3		2	1
2. Counselor/Consultant demonstrated respect for you as an individual	3		2	1
3. Counselor/Consultant established a climate of trust	3		2	1
4. Counselor/Consultant gave relevant feedback in a positive way	3		2	1
5. Counselor/Consultant was helpful in problem clarification	3		2	1
6. Counselor/Consultant showed sensitivity to your emotions	3		2	1
7. Counselor/Consultant showed sensitivity to your emotions	3		2	1

Self Evaluation

(To be completed after sessions with Theravue simulation client)

Completed sample below

Counselor Name Your Name
Client Initials T
Date of Session _____
Client Session Number _____

Things I did well in this interview include: (Give specific examples)

I attempted to be supportive of the client and respond to his significant statements. I demonstrated interest in helping and used humor to help him feel at ease during the session.

My plans to improve in the next session include: (Give specific examples)

After listening to the recording, I felt that I did not sufficiently explore why Tony had not shown his report card to his parents. Moreover, I felt that I left the entire interview too unstructured which allowed Tony the opportunity to avoid discussing this situation. At least twice I could have pursued this topic further in a non-threatening manner. For example, when Tony picked up his report card and started to talk about it rather than discuss the idea introduced by me, I let Tony avoid responding to the topic at hand. The second instance occurred when Tony switched to his father's school background. I made a brief attempt to redirect him to the original topic, but again T avoided this.

In summary, while the interview gave T a chance to talk about some concerns, grades, and aspects of teacher behavior in the classroom; I felt that the interview did not achieve its stated purpose. This lack of success was directly related to my dependence upon closed questions rather than active listening skills.

I need to decrease the use of closed ended questions and increase active listening skills.

Questions for my supervisor include:

I am struggling with the difference between open ended and closed ended questions. It seems the client needs more direction from me. What is my role with this client when the parent(s) are requesting particular results?

(for simulated training experience)

Self Assessment Rubric

WRITTEN ANALYSIS OF THE TAPED SESSION

(To be turned in after each Intake Assessment video recording)

Student's Name: _____ Session Date: _____

On a separate sheet of paper that you attach to this form, briefly describe:

1. Basic demographic information about the client
2. The number of times you have seen him/her
3. Presenting problem, in context
4. Goal or intentions for the session

Now, listen to your tape, and use the rating scale to rate each item from 1 (unskilled) to 4 (extremely skilled). Use N/A if the skill was not demonstrated on the tape because it was not appropriate to do so, and "X" if the skill was not demonstrated on the tape, but should have been.

- _____ Opening of Session (student welcomes client, reviews confidentiality, etc.)
- _____ Rapport (student works to establish rapport)
- _____ Acceptance (student communicates acceptance of client stories, emotions, thoughts)
- _____ Assessment (student works to understand client presenting problem)
- _____ Focusing (student stays focused and attentive to client during session)
- _____ Attending behavior (student uses behaviors and communication skills to attend to and stay fully present with the client, rather than being overly self-focused)
- _____ Open Questioning (student uses questions only when appropriate, and when s/he does, they are open ended questions)
- _____ Absence of "why" questions
- _____ Absence of "grilling" or "bombardment" questions
- _____ Client Observations (when appropriate, student comments on here and now behaviors)
- _____ Encouraging/supportive responses (student uses minimal encouragers or other means to make client feel listened to and supported)
- _____ Paraphrasing
- _____ Summarizing
- _____ Silences
- _____ Prompts and Probes
- _____ Reflection of verbalized feelings
- _____ Reflection of implied feelings
- _____ Reflection of verbalized thoughts
- _____ Reflection of implied thoughts
- _____ Verbalizing Empathetic Understanding
- _____ Clarifying
- _____ Exploring Behaviors
- _____ Defining the Problem
- _____ Defining the Goal
- _____ Exploration of Alternatives
- _____ Confrontation

_____ Self-Disclosure Now that you have rated yourself on these skills, on the separate page, reflect on your developing skills in a paragraph or two. Consider your strengths and progress, as well as your areas for continued work.