

## PVAMU Course Syllabi – Whitlowe R. Green College of Education

<b>COURSE TITLE: CNSL 5063 Practicum I - SPRING 2013</b>			
Department of	Educational Leadership and Counseling	College of Education	
Instructor Name:	Dr. Renelda Roberson		
Office Location:	Room #112		
Office Phone:	(936) 261-3534		
Fax:	(936) 261-3617		
Email Address:	<a href="mailto:rcroberson@pvamu.edu">rcroberson@pvamu.edu</a> or eCourse email (preferred method of contact)		
(U.S. Postal Service) Address:		Prairie View A&M University	
		P.O. Box	P.O. Box 519
		Mail Stop	MS 2400
		Prairie View, TX 77446	
Office Hours:	<b>Mon.:</b> 3–5:30 (NWC); <b>Wed.</b> 1-4 (MC); <b>Thur.:</b> 8am-2pm (MC) & <b>Sat:</b> 8-11(MC)		
Virtual Office Hours:	E-mail is generally checked at least once a day, 5 days a week.		
Course Location:	NWC #105		
Class Meeting Days & Times:	Wednesday 5:30pm – 8:20pm		
Course Abbreviation and Number:	CNSL 5063 N01 21148		
Catalog Description:	<p><b>Catalog Description:</b></p> <p>This course is designed to expose students to laboratory and supervised practical experiences in individual/group counseling and related functions in a public school, a university, or a community agency setting. A minimum of 150 (160 school counseling students) clock hours is required. Prerequisites: CNSL 5013, 5023, 5113, and 5123 and or consent of Advisor.</p>		
Prerequisites:	Admission to Master's Program		
Co-requisites:	None		
Required Text:	<p><b>Recommended Texts:</b></p> <p>Recommended Reference: <i>Baird, B.N. (2010) Internship practicum and field placement handbook. (6<sup>th</sup> edition), Upper Saddle River, N.J.: Prentice Hall.</i></p> <p><b>ISBN #: 978-0205804962</b></p> <p><b>iRead Assignment:</b></p> <p>*iRead Book: The Present</p> <p><b>ISBN# 978-0-307-71954-6</b></p>		
<p><b>Please Note:</b> House Bill 2504 does allow students the choice not to purchase the class textbook(s). Student's have the choice of using alternative methods to access textbook information (internet websites, books on reserve at the library, etc). Students <b>are</b> required and held accountable to complete all assignments as noted in the syllabus.</p>			
Recommended Text:	<p><b>American Psychological Association. (2009) Publication manual (6<sup>th</sup> ed.). Washington, DC: Author.</b></p>		
<b>Course Goals, Overview, and/or Description:</b>			
<p>Through the ages and across culture, novice in many crafts, arts, and science have sought to expand and cultivate their knowledge by serving as apprentices to seasoned practitioners. Such arrangements allow teaching to be tailored to the needs of the individual, so learning is maximized. The relationships are mutually beneficial and represent a unique method of instruction that contributes to the continuity of the entire field of work. In counseling, the notion of fieldwork is valued as a means of providing students a laboratory in which to practice skills and integrate theoretical concepts. Students function alongside staff members, accessing practical information as they begin to develop their own identity as professionals. The supervisor-intern relationship is at the center of the practicum experience.</p>			

	<p>Practicum students must become acclimated to the practicum setting. There are rules and regulations to learn, operational policies to digest, and hierarchical matrices to comprehend. Remember that although you may not select the person who will be your supervisor, you can significantly influence the quality and content of the supervision you receive. Before meeting with your supervisor, or very early in the process, think about specific goals that you have for the practicum. Ask your supervisor about the range of activities available for you to explore, and do not be afraid to use some creativity in constructing the learning plan. Many supervisors are busy professionals who will welcome your input. Keep in mind that the entire internship experience is dependent on you taking an active rather than a passive stance as a learner.</p> <p>Ethical guidelines exist to protect the well-being of client, practitioners, and the professional, as a practicum student, it is incumbent upon you to be well versed in principles established by ACA and within your work setting.</p>		
Course Learning Outcomes	Competencies (T,R,I)		
	T Competency is taught	R Competency is reinforced	I Competency is utilized/ integrated
Complete at least 150 (160 school counseling certification) clock hours of direct services that leads to the development of counseling skills.		<b>R</b>	
Provide the opportunity for the student to develop program-appropriate audio/video recordings for use in supervision, and/or to receive live supervision of the student's interactions with clients.			<b>I</b>
Engage in the evaluation of the student's counseling performance throughout the practicum including documentation of a formal evaluation after the student completes the practicum.			<b>I</b>

## Certification Students ONLY

All student pursuing Principal and School Counselor certification are required to make contact with the Office of Teacher Certification (936) 261-3606) and have on file with that office a deficiency plan. Please submit to the course instructor a copy of your deficiency plan before the end of the semester. If you do not have one please contact the office below.

**Whitlowe R. Green College of Education**  
**Office of Teacher Education**  
**Delco Bldg., Room 302**  
**P. O. Box 519; Mail Stop 2425**  
**Prairie View, Texas 77446-0519**  
**Tel: (936) 261-3605**

All students pursuing Principal and School Counselor certification are required to devote 5 hours per week studying for the certification exam utilizing the study material on the website Certify Teacher. Students must provide on a **weekly** basis an **electronic copy** to their course instructor verifying the study time.

[WWW.CERTIFYTEACHER.COM](http://WWW.CERTIFYTEACHER.COM)

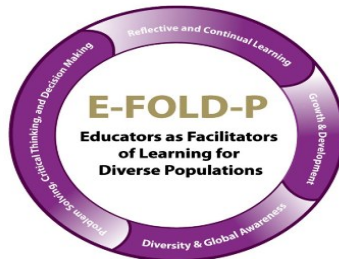
**In addition, the following activities MUST be completed to successfully pass this course:**

1. Complete 6 hours of out-of-class review focusing on the TExAS exam #152 (attendance at one review session will meet the 3 hours of this requirement).
2. Attend one review sponsored by the Department of Educational Leadership and Counseling
3. Take the representative practice test and achieve a proficiency score of 80% or higher
4. Complete the official TExAS examination for school counselors #152

## **McKinney-Vento Act (Federal Law) 2011**

The McKinney-Vento program for Pre-K–16 is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.). The program was originally authorized in 1987 and, most recently, reauthorized by the No Child Left Behind Act of 2001.

The program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States, school districts, colleges and universities are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

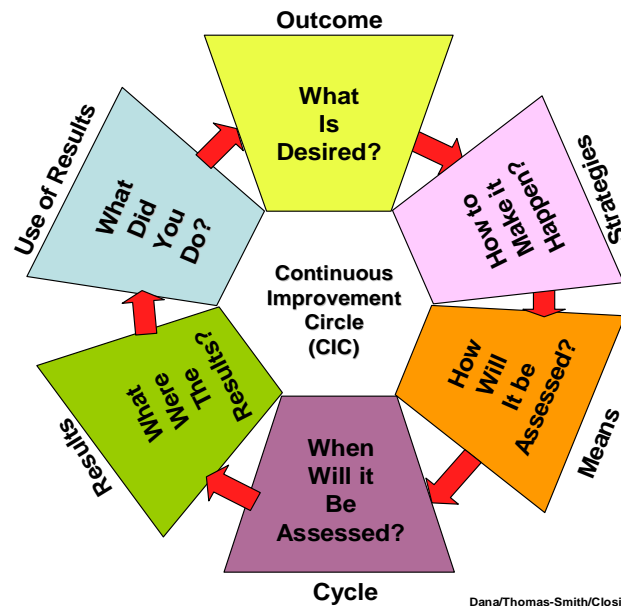


### **E-FOLD-P (CONCEPTUAL FRAMEWORK)**

#### **Educator as Facilitator of Learning for Diverse Populations**

1. To prepare beginning administrators as problem solvers, critical thinkers and decision makers.
2. To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.
3. To provide beginning administrators with an awareness of human diversity, knowledge of the importance and skills needed for effective community and parental involvement.
4. To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.

**Quality Without Compromise  
Closing the Loop  
The Six Question Model at Prairie View A&M University**



## **OBJECTIVES**

The objectives of supervised practicum are to enable the student-counselor to:

1. Gain insight and experience from real “on the job training”
2. Further his/her personal growth under the tutelage of a supervisor.
3. Work with a variety of client and problems
4. Work with other personnel in a collaborative or consultative manner.
5. Further develop and improve the skills needed to function as an effective counselor.

## **EXPECTATIONS OF STUDENT- COUNSELORS**

Each student-counselor is expected to participate in scheduled seminar. The seminar will provide the student-counselor an opportunity to:

1. Share experience, concerns and problems occurring in practicum
2. Review, analyze and evaluate individual/group counseling tapes, reports and related activities.
3. Receive feedback/input concerning work and performance from peers and supervisors.
4. Participate in microskill/training refresher sessions.
5. Function as counselors/client in role-play and simulated interview/counseling sessions.

## **COMMUNITY COUNSELING**

Areas of experience recommended for students in this program include:

1. Exploring the roles of community counselors in a variety of practice settings and relationships between counselors and other professionals in these settings;
2. Learning about organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice;

3. Understanding the theories and techniques of conducting a community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems;
4. Experiencing general principle of community intervention, consultation, education, and outreach; characteristics of human service programs and networks(public, private, and volunteer) in local communities;
5. Learning about client characteristics of individuals served by institutions and agencies offering community counseling services, including, but not limited to the effects of socioeconomic status, unemployment, aging, gender, sexual orientation, culture, race, ethnicity, chronic illness, developmental transitions, and interpersonal, family, and community violence;
6. Understanding the principles of program development and service delivery for a clientele based on assumptions of normal development, including, but not limited to prevention, implementation of support groups, peer facilitation, training, parent education, career information and counseling, an encouragement of self-help;
7. Exploring effective strategies for promoting client understanding of and access to community resources;
8. Learning the principles of conducting an intake interview and mental health history for planning counseling interventions;
9. Practicing effective strategies for client advocate in public policy and government-relations issues.

A plan to meet these goals will be developed jointly with the site supervisor and the Community counseling student, with the assistance of the faculty supervisor as necessary. It will probably include such activities as:

1. Opportunities for individual and group counseling under supervision with a diverse client pool that represents the demographic diversity of the community;
2. Opportunities to observe and participate in case presentations and discussions;
3. Opportunities to interact with site professional concerning helping people, the profession and the operation of a community agency;
4. Opportunities to participate in learning seminars and workshops that provided for site personnel;
5. Opportunities to learn about the support, management, and operation of a community agency.

### **School Counseling**

Areas of experience recommended for students in this program include:

1. Counseling Curriculum: “structured developmental experiences presented systematically through classroom and group activities kindergarten through grade twelve;”
2. Individual Planning: “activities that help all students plan, monitor, and manage their own learning as well as their personal and career development;”
3. Responsive Services: “activities to meet immediate needs and concerns of students whether these needs or concerns require counseling, consultation, referral, or information;”
4. Systems support: “management activities that establish, maintain, and enhance the total guidance program”

A plan to meet these goals will be developed jointly with the site supervisor and school counseling students, with the assistance of the faculty supervisor as necessary. It will probably include such activities as:

1. Teaching or assisting in teaching the curriculum in the classroom, addressing the content areas of career development and exploration; knowledge of self and others; and educational career/technical development;

2. Developing educational/employability plans, interpreting test and inventory results, and assisting students with school to work transition planning
3. Conducting individual counseling sessions with students representing of the ethnic, lifestyle, and demographic diversity of the schooling community;
4. Being involved in service training activities, counseling, staff meetings, case conference, and consultation with teachers.

**\*\*In addition, three (3) on site field supervision observations will be conducted over the course of the semester by an onsite supervision member from Prairie View A & M University for all school counseling certification students and mental health track candidates.\*\***

### **Counseling Log**

Please keep a log of your counseling experience and related activities. You will be required to classify each log directly related to the delivery of service to clients in one of several categories.

1. Individual & Group Counseling
2. Weekly Supervision meetings with practicum supervisor
3. Placement & Follow-through
4. Consultation ( Faculty, parents, administrators, others)
5. Crises Intervention
6. Liaison with community
7. Program Management
8. Testing
9. Research (Action)
10. Orientation Activities
11. Program Evaluation
12. Professional Development
13. Counseling Curriculum
14. Individual Planning

**NOTE: Practicum Log** School Counselor certification and LPC tract students are required to complete a **minimum** of **160** & **150** contact hours, respectively. These hours accumulated can be used towards those candidates who are in pursuit of the certification or licensure. All practicum logs should reflect evidence of the following competencies:

### **Competencies:**

#### **Competency 001 (Human Development)**

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

#### **Competency 002 (Student Diversity)**

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

#### **Competency 003 (Factors Affecting Students)**

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

#### **Competency 004 (Program Management)**

The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, that promotes all students' success.

**Competency 005 (Developmental Guidance Program)**

The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

**Competency 006 (Counseling)**

The school counselor understands how to provide effective counseling services to individuals and small groups.

**Competency 007 (Assessment)**

The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

**Competency 008 (Collaboration with Families)**

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

**Competency 009 (Collaboration with Others in the School and Community)**

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

**Competency 010 (Professionalism)**

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

**University Rules and Procedures**

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: *Renee R. Williams*  
 Title: *Equal Opportunity Compliance Officer/Title IX Coordinator*  
 Institution: *Prairie View A&M University*  
*Office of Student Affairs & Institutional Relations*  
 Address: *P.O. Box 519: MS 1107*  
*A.I. Thomas Building, St 013*  
*Prairie View, Texas 77446*  
 Telephone: *936-261-2123* Fax: *936-261-2138*  
 Email: [rrwilliams@pvamu.edu](mailto:rrwilliams@pvamu.edu)

**NOTICE OF EQUAL OPPORTUNITY**

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 Telephone: *936-261-2123* Fax: *936-261-2138*  
 Email: [rrwilliams@pvamu.edu](mailto:rrwilliams@pvamu.edu)

**Individuals requesting a disability accommodation should contact:**

Name: Dr. Kay Norman  
 Title: Administrator for Diagnostic Testing and Disability Services  
 Institution: Prairie View A&M University  
 Email: kfnorman@pvamu.edu

**Nonacademic misconduct:**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual misconduct:**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Exam Policy:**

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

**Disability Statement:**

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

**Academic Misconduct:**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

**Forms of academic dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

**American Psychological Association (APA)**

All assignments are required to be in APA style/format. Papers will be penalized for failure to follow APA style. University and Graduate School policies relating to plagiarism will be strictly enforced. Any paper showing evidence of plagiarism will be given ZERO points.

**Disability Statement:**

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) or Office of Disability Services at (936) 857-2610/2620, early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.



**University Class Attendance Policy: (from the PVAMU Graduate Catalogue, 1998-2001, pg. 71)**

1. **Class Attendance-** Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive videos. Excessive absenteeism, whether EXCUSED or UNEXCUSED, may result in a student's course grade being reduced or being assigned a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms.
2. **Excused Absences-** Students are required to attend all class meetings. Absences due to illness, attendance at university approved activities, and family or other emergencies constitute EXCUSED ABSENCES, and must be supported by documentation presented to the instructor prior to or immediately upon the student's return to class. Students are responsible for all oral and written examinations as well as all assignments whether absence is excused or unexcused.
3. **Unexcused Absences-** Accumulation of one week of unexcused absences constitutes excessive absenteeism. The instructor is not required to accept assignments as part of the course requirements when the student's absence is unexcused. Each course syllabus will include a clear statement relative to whether late or past due assignments will be accepted toward satisfying the course requirements.

**Academic Misconduct:**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct.

Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
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4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work constitutes plagiarism.

**Nonacademic Misconduct:**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Dean of Students under nonacademic procedures will adjudicate such incidents.

**Sexual Misconduct:**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Student Academic Appeals Process:**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

### **Technical Support:**

Students should call the Prairie View A & M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

### **PERFORMANCE REQUIREMENTS**

You are expected to conduct yourself in a totally professional manner at the placement site. Remember, you are representing not only yourself, but also PVAMU, the Department of Educational Leadership and Counseling, and the counseling profession. Abide by all policies established by the placement site. If you have any difficulties in this regard, contact your on-site supervisor (if applicable), as well as your PVAMU professor, immediately.

You are expected to be thoroughly familiar with and adhere to the 2005 Code of Ethical Standards of the American Counseling Association. Any crisis situations or ethical violations must be reported to your clinical supervisor immediately.

You are expected to know your personal and professional strengths and limitations. A solid awareness of one's limitations in skills and professional knowledge is not a liability. On the contrary, such an understanding is strength and a professional necessity.

### **Course Evaluation:**

- 1) Accumulate a **minimum of 100 direct hours** conducting face-to-face or group counseling clinical experience.
- 2) You must have **one hour of individual supervision per week** (indirect hours) with **your practicum instructor**.
- 3) You are **required** to **keep a Practicum Log to track your hours** of counseling, supervision and counseling-related responsibilities. This will provide an hour-by-hour accounting of ALL your time spent each day related to clinical activities. These hours will consist of direct and indirect hours. **You will bring this completed, signed log to class and place it in your practicum folder as scheduled by your instructor.** At the end of the semester, you will turn in an **additional Log Summary and a signed Supervision Log documenting the summary of your weekly hours.** It is your responsibility to make sure that applicable paperwork is completed on time. The Supervision Log is a single form used for the whole semester. Each week, it is your responsibility to get your supervisor to initial the 1 hour supervision at the time of supervision. **Remember all documentation begins with a Monday week!**
- 4) You are expected to make a videotape of a counseling session. Before making your tape, you **MUST** obtain **voluntary written** consent from each client (or from the client and the client's parent(s) or legal guardian if the client is not of adult age. Forms commonly provided by your placement site may be used provided they specifically disclaim liability on the part of PVAMU, its faculty, staff, or agents. **NOTE: RECORDING A SESSION WITHOUT THE WRITTEN CONSENT OF A CLIENT IS HIGHLY UNETHICAL. OBTAIN THE CLIENT'S WRITTEN PERMISSION BEFORE YOU RECORD.**
- 5) Over the course of the semester students are **required to submit an interview videotape** of an individual counseling session to be reviewed by your university professor.
  - With each tape, complete an Observation Form on yourself.
  - All tapes with adults need to be a minimum of 40-45 minutes. Tapes with children need to be a minimum of 30 minutes. Bring in the entire tape- **DO NOT edit tapes.**

- The practicum instructor may keep all tapes until the end of the semester.
- The tape must be clearly audible and visible to be accepted. Do not submit a tape for evaluation if faculty cannot hear and see it without difficulty.

### **Note:**

**If you are seeing clients at secondary sites, you must meet with your additional on-site supervisor for a minimum of one hour per week of supervision. Group or staff supervision maybe utilized per your site supervisor. Use the time to review tapes, discuss cases, and your own personal growth as a counselor.**

### **Course Requirements:**

1. **Counseling Log(s)**- Students submit a log reflecting at least 150 (160 school counseling students) clock hours of counseling experiences and related activities. **A minimum** of 100 hours **must** be direct face to face contact. Practicum Logs **must** be typed before submission.
2. **Tape of Session** - One taped recording of a counseling session is required.
3. **Self Analysis of Taped Recording** – students are to review taped sessions and complete a self reflective analysis of the interview noting strengths and weaknesses and areas needing improvements. **Tie paper into Basic Observation Rating Sheet Form.** Minimum 2 full pages, APA style writing which includes **in-text citation, coversheet and references.** A minimum of 4 total pages submitted.
4. **Video Consent Form – if no consent form – tape recording will not be accepted.**
5. **Basic Counseling Skills Video Recording Observation Rating Sheet** - students are to review the taped session, complete and submit a basic counseling skills observation rating sheet of the interview noting target, acceptable, and unacceptable areas needing improvements.
6. **Intern Evaluation**- This evaluation is completed by the site supervisor.
7. **Supervision Evaluation**- Interns provide feedback about the supervision they received during their internship
8. **Reflective paper on iRead** - TBA - Minimum 2 full pages, APA style writing which includes **in-text citation, coversheet and references.** A minimum of 4 total pages submitted.
9. **Theoretical Orientation Paper** – students are to submit a APA style paper detailing your theoretical orientation **to include** effective treatment strategies that can be utilized with clients. **A minimum 2 full pages,** APA style writing which includes **in-text citation, coversheet and references.** A minimum of 4 total pages submitted.
10. **Personal Journal Assignment (BLOG):** A **biweekly** journal entry must be completed during the course of the semester (**as noted in the syllabus**) and posted in ecourse that detail your practicum experience. A **minimum** of 200 hundred words are required. This allows each student to reflect their experience and receive feedback from fellow classmates. You are **required** to respond to a **minimum** of **one** classmate in **no less** than of 50 words.

### COURSE REQUIREMENTS AND GRADING

*Your final grades will be assessed base on the following assignment scores:*

1. Counseling logs with at least <b>150 (LPC)</b> or <b>160 (SC)</b> hours	10 points
2. One tape recording of a counseling session <b>&amp;</b> client consent form	22 points
3. Self Analysis of recording paper	10 points
4. Basic Counseling Skills Observation Rating Sheet	10 points
5. Site supervisor evaluation form	5 points
6. Intern evaluation of supervisor form	5 points
7. Critical analysis of the Book designated for iRead assignment	10 points
8. Theoretical Orientation Paper	10 points
9. Biweekly Journal Entries ( <b>total of 12</b> )	<u>18 points</u>
	100 points

*The **Final Grade** resulting from the sum of the above components will be converted into letter grades according to the following scale:*

**A = 100-95                  B = 94-85                  C = 84-75                  D = 74 -65                  64 & below = F**

**Sign on to ecourse WEEKLY for faculty generated messages.**

**NOTE:\*\* Any assignment(s) submitted to eCourse after due dates will incur an automatic 5 point late penalty.**

**PLEASE NOTE:**

**Personal Journal Assignments (BLOG's) cannot be submitted late. If assignment is missed student will receive a "0".**

**NO late assignment will be accepted after 4/17/2013.**

**Cell Phone Policy:** Your participation is necessary to create a safe, productive, and **respectful** learning environment. Therefore, I ask that you turn all electronic devices to vibrate during class time. However, if you are in the midst of an emergency situation and must be available, please notify me before the start of class, **TURN OFF** the ringer (use vibrate), sit near the door, leave the room with the minimum possible disturbance before answering the emergency call, and return to class promptly.

**Two "C" Rule**

**Please Note:** Continual matriculation at PVAMU requires that no more than two C's shall be earned in a graduate degree program. Any grade earned below a C means automatic dismissal from the graduate program.

**NOTE: No grade of "C" or below will be accepted toward school counseling certification.**

**\*\*Extra Credit\*\* 5 points - PV's annual counseling conference will be held from 8am-12pm on Saturday, March 2, 2013 on campus (certificate of attendance submission to instructor is required).** The cost of the conference is \$35.00 (\$45.00 onsite). If due to any number of other obligations the student is unable to attend the conference a research paper which will require a minimum of 5 pages (not including cover sheet or references, written based on APA format) will be accepted in lieu of conference attendance. The research paper will be written to document who the conference speaker is, his experience, and other relevant information about the speaker. The research paper is due **no later** than 03/12/2013 via eCourse.

## Course Outline – Schedule of Assignment Submission

Date	Assignments
1/16/2013	<b>Introductions, Review of Syllabus, Pre-test, Completion of required paperwork:</b> 1. Syllabus signature acceptance form    5. Student Data Sheet 2. TEA Statement of Ethics Affirmation    6. Field Supervision Form 3. Weekly Practicum Schedule 4. Deficiency Plan ( <b>school counseling students only</b> )
1/23/2013	<b>Introductions, Review of Syllabus, Pre-test, Completion of required paperwork:</b> 1. Syllabus signature acceptance form 2. TEA Statement of Ethics Affirmation 3. Practicum Application 4. Deficiency Plan ( <b>school counseling students only</b> )
1/30/2013	<b>Submit bi-weekly journal entry</b>
2/06/2013	<b>Theoretical Orientation Paper Due</b>
2/13/2013	<b>Submit bi-weekly journal entry</b>
2/20/2013	<b>**Meet in class to submit the following completed assignments:</b> 1. Tape recording 2. Signed consent forms 3. Self analysis paper* 4. Observation Sheet 5. Signed Practicum Logs (from beginning of practicum until 1/16/2013) due
2/27/2013	Submit bi weekly journal entry
3/02/2013	Waymon T. Webster Conference (March 2. 2013) Extra Credit
3/13/2013	<b>SPRING BREAK</b>
3/20/2013	Submit bi weekly journal entry
3/27/2013	<b>**Meet in class to submit the following completed assignments:</b> 1. Tape recording 2. Signed Consent form 3. Self analysis paper* 4. Observation Sheet 5. Signed Practicum Logs (from 2/20`/2013 until 3/27/2013) due
4/3/2013	Submit bi-weekly journal entry
4/10/2013	iRead Assignment Due
4/17/2013	<b>No late assignments accepted after this date.</b>
4/24/2013	<b>**Meet to submit the following competed assignments:</b> 1. Site supervisor evaluation 2. Intern evaluation 3. Practicum Log (from 3/27 until present) 4. Post/Test 5. <b>Final journal entry of overall practicum experience due</b>
5/01/2013	<b>**Meet to submit any outstanding assignments from 4/24/2013.</b>
5/11/2013	<b>GRADUATION</b>

**Sign on to ecourse WEEKLY for faculty generated messages.**

## IMPORTANT DATES

### Academic Calendar – Spring 2013

#### January 14, Monday

Instruction **Begins**

Late Registration and Drop/Add **Begins**

#### January 18, Friday

Late Registration, Add Courses, Change Major/Certification or any Matriculation Change **Ends** for Undergraduate Students –

**Student Web Registration Access Closed**

#### January 19, Saturday

Late Registration, Add Courses, Change Major/Certification or any Matriculation Change **Ends** for Graduate Students –

**Student Web Registration Access Closed**

#### January 21, Monday

Dr. Martin Luther King Jr. Day (**University Closed**)

#### January 24, Thursday

General Student Assembly-**All Students Attend**

#### January 30, Wednesday

12th Class Day (Census Date)

Last Day to Withdraw from Course(s) **without Academic Record**

**Late Deadline** to apply for Spring 2013 graduation

#### January 31, Thursday

Withdrawal from courses **with Academic record ("W") Begins**

#### March 11 - 16, Monday – Saturday

Spring Break

#### March 29 - 30, Friday - Saturday

Good Friday/Easter (**Student Holiday**)

#### April 1, Monday

Withdrawal from Course(s) **with Academic record ("W") Ends**

#### April 9, Tuesday

Priority Registration **Begins** for Summer/Fall 2013

#### April 12, Friday

**Graduation Application Deadline for SUMMER 2013 AND FALL 2013**

#### April 30, Tuesday

Last Class Day for Spring Semester

**Last Day to Withdraw from the University (From All Courses)** for the Spring 2013 Semester

#### May 1 - 7, Wednesday-Tuesday

Final Examination Period

#### May 11, Saturday

Commencement

### Selected Readings and/or Materials or Equipment:

American Psychiatric Association. (2004). *Diagnostic and statistical manual of mental disorders: Third edition revised*. Washington, DC: Author.

Brammer, L. M. (1993). *The helping relationship: Process and Skills* (5<sup>th</sup> ed.). Boston, MA: Ally & Bacon

Cormier, W.H. & Cormier, L.S. (2004). *Interviewing strategies for helpers*, (6<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Cormier, S & Nurius, P.S. (2003). *Interviewing and Change Strategies for Helpers: Fundamental Skills and Cognitive Behavioral Interventions* (5<sup>th</sup> ed.) Pacific Grove, CA: Brooks/Cole.

Egan, G. (2004). *The skilled helper* (6<sup>th</sup> ed.). Monterey, CA: Brooks/Cole.

Ivey, A. E., Ivey, M. B., & Simek-Mogan, L. (1993). *Counseling and psychotherapy: A multicultural perspective*. Boston: Allyn & Bacon

Ivey & Ivey (2006). *Intentional Interviewing and counseling: Facilitating client development in a multicultural society*. United States: Brooks/Cole

- Gil, E. (1990). *Treatment of Adult Survivors of Childhood Abuse*. Royal Oak, Michigan: Self-Esteem Publishers.
- Gil, E. (1991). *The healing power of play: Working with abused children*. New York: Guilford Press.
- Neimark, N. (2002). *The handbook of journaling: Tools for the healing of mind, body, & spirit*. Irvine Ca: REP publishers.
- Neukrug, E. S. & Schwitzer, A.M. (2006). *Skills and Tools for today's counselors and psychotherapists: From natural helping to professional counseling*. United States: Brooks/Cole.
- Steere, D. A. (1997). *Spiritual presence in psychotherapy: A guide for caregivers*. New York: Brunner/Mazel.
- Williams, M. B. & Poijula, S. (2002). *The PTSD workbook: Simple, effective techniques for overcoming traumatic stress symptoms*. United States: New Harbinger Publications.

Prairie View A & M University  
 Prairie View A & M University - College of Education  
 Department of Educational Leadership and Counseling

**PRACTICUM LOG**

<b>NAME</b>				<b>John Doe</b>	
<b>STUDENT ID NUMBER</b>				<b>P00000000</b>	
<b>SEMESTER/ TERM / YEAR</b>				<b>Spring 2013</b>	
DATE	TIME	HOURS	MINS.	COUNSELING SERVICE	DESCRIPTION OF ACTIVITY
<b>1/2/2013 Direct (D ) or Indirect (I) Hours</b>	<b>9am- 10am</b>	<b>1</b>	<b>0</b>	<b>Example:</b> Individual Counseling, Group Counseling, Couples Counseling, Testing	<b>Examples:</b> Anger Management Weekly Supervision Case Note Documentation
1/5/2013 (D) (example)	9am- 9:45am		45	Individual Session	Discussed Grief Issues with client
1/8/2013 (I) (example)	9am- 10am	1	00	Case Documentation	Posted Case Notes and Treatment for 5 Individual sessions
1/15/2013 (I) (example)	11am- 2pm	2	00	Workshop	Attended a two hour workshop on Depression at University of Houston.
1/25/2013 (D) (example)	6pm- 9:30pm	2	30	Group Counseling	Focused on family issues among gp members

**Total Direct Hours \_\_\_\_\_ Total Indirect Hours \_\_\_\_\_ Page Total Hours Reported \_\_\_\_\_**

STUDENTS'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

SUPERVISOR'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

FACULTY SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

**Practicum Log is to be typed      \*\*Make additional copies as needed**



**End of Semester Total Hours Reported:****Direct Hours:** \_\_\_\_\_ (required minimum of 100 hours)**Indirect Hours:** \_\_\_\_\_**Total Hours:** \_\_\_\_\_ (required 160 or 150 respectively)**Required Hours:****School Counseling Certification Students:** **Minimum 160 Hours****Licensed Professional Counselor Students:** **Minimum 150 Hours****Please Note:**

If required hours are not completed by the end of the semester the student will receive an “I” until the documentation is received by the course instructor.

**APPLICATION FOR COUNSELING PRACTICUM  
A REQUIREMENT FOR COUNSELING 5063**

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING  
PRAIRIE VIEW A&M UNIVERSITY  
PRAIRIE VIEW, TEXAS 77446

I am requesting approval for admission to the counseling practicum during the **Spring 2013** semester.

Student's name \_\_\_\_\_ social security# \_\_\_\_\_

Address (home) \_\_\_\_\_ home phone \_\_\_\_\_

E. mail address \_\_\_\_\_ work phone \_\_\_\_\_

City \_\_\_\_\_ Zip code \_\_\_\_\_

I request assignment at \_\_\_\_\_  
School agency name

Under the supervision of \_\_\_\_\_  
Practicum Supervisor Name

Practicum supervisor email address: \_\_\_\_\_

\_\_\_\_\_  
Supervisor's signature Date

School / agency \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip code \_\_\_\_\_

\_\_\_\_\_  
Student's Signature Date

\_\_\_\_\_  
Professor's Signature Date

# New University Policies and Regulations

\*Effective fall 2011

## **New Policy: Withdrawal from the University (Undergraduates Only):**

When an **Undergraduate** student withdraws from all classes...

- A registration hold will be placed on the student's record.
- Consultation with the respective department for advisement is REQUIRED to have hold lifted to allow future registration at the University.

## **New Policy: +/-Transfer Grades Regulation (Undergraduate and Graduate):**

- The + and/or – **WILL NOT** be considered in the evaluation. *The grade transferred will report as grade earned, for example C- will transfer as a C.*
- This regulation **IS NOT** retroactive.
- This regulation applies only to courses that are being reviewed for transfer credit effective fall 2011.

## **Grade Replacement Regulation (Undergraduate Students Only):**

- Students will have the option to replace up to 12 semester credit hours of courses where a C, D or F is earned in a course, effective with courses taken fall 2011.
- Students would have to request to replace the course by the Census Date (12<sup>th</sup> class date) of the following semester.
- Grades repeated but not replaced will be averaged in the cumulative grade point average.

## **Administrative Drop (All Students):**

- Students who do not attend “at least one day” of class by **February 14, 2013**, will be administratively dropped from that course. **PLEASE NOTE THIS MAY AFFECT THE FINANCIAL AID AWARD.**
- If a student is subsequently dropped from **ALL** of their courses; they will automatically be **WITHDRAWN** from the university.
- Students will be notified of their Administrative Drop via email.
- 

**QUESTIONS OR CONCERNS, PLEASE CONTACT THE OFFICE FOR ACADEMIC AFFAIRS AT (936) 261-2175 OR THE REGISTRAR'S OFFICE AT (936) 261-1049.**

## **Technical Considerations for Online and Web-Assist Courses**

### **Minimum Hardware and Software Requirements:**

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
  - Sending and receiving email
  - A working knowledge of the Internet
  - Proficiency in Microsoft Word
  - Proficiency in the Acrobat PDF Reader
  - Basic knowledge of Windows or Mac O.S.

**Prairie View A&M University  
Whitlowe R. Green College of Education  
Department of Educational Leadership and Counseling**

Please read, sign and date this form. Thank you, in advance, for your cooperation.

I have received a copy of the syllabus for this course and I understand that I am responsible for knowing and following the information contained herein. I have been given an opportunity to ask questions and to clarify information that will assist me in meeting the course requirements.

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Please print your name legibly.

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Signature

---

Date