
TENNESSEE TECH UNIVERSITY

Conceptual Framework Statement

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

**TENNESSEE TECH UNIVERSITY COLLEGE OF EDUCATION COUNSELING AND
PSYCHOLOGY**

COUN6800 PRACTICUM

COURSE SYLLABUS

COURSE DESABUS

COURSE CACREP OBJECTIVES/STUDENT LEARNING OUTCOMES

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- G. DEVELOPING BASIC AND ADVANCED COUNSELING SKILLS** !
- H. SUBMISSION OF REQUIRED COURSE DOCUMENTS** !
- I. SUBMIT PROFESSIONAL LEARNING GOALS** !
- J. TRANSCRIPTIONS FROM RECORDINGS** !
- K. SUBMIT A FINAL PRACTICUM SUMMARY PAPER** !
- L. CASE SUMMARIES/FEEDBACK FOR CASE PRESENTATIONS** !
- M. CASE NOTES** !
- N. PROFESSIONAL DISCLOSURE STATEMENT** !

CLASS PLAN BY WEEKS OR DAYS

DISABILITY ACCOMMODATION

ADDITIONAL RESOURCES

Supplemental Text:

- American Psychological Association. (2009).
(6th ed.). Washington, DC: Author.

Assigned Readings:

- All assigned readings are outlined on the Course Calendar of this syllabus.

Section 5 G.3.h

skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

5. **Reflection** (ability to assess one's own decision-making process and recognize consequences of behavior)
6. **Professional Behavior** (recognition of ethical, legal, and professional standards of conduct)
7. **Critical Thinking** (capability for critical thinking and real world problem-solving)

Furthermore, the following statements are responsibilities accepted by the student participating in this course. Class responsibilities include:

- Students are expected to protect their clients at all times: their privacy, confidence, time, etc.
- Students are expected to be on time, attend all classes and complete all course assignments within specified time frames (group, triadic, individual supervision).
- Students will be evaluated on their counseling performance, as well as their ability to engage actively and authentically, via self-reflection and self-awareness. We will, after all, ask at least this much from our clients!
- Students are to interact with classmates, community professionals, clients, and instructors in a manner that reflects the highest level of integrity and respect. This includes appropriate dress, arriving on time, maintaining confidentiality, and supporting critical thinking and mutual learning.
- Students will engage in introspective learning (i.e., learning about self within the context of group dynamics) in addition to academic study.
- Students must complete all responsibilities assigned within the specified time frame.
- Students are expected to complete reading assignments before the day these assignments will be discussed in class.

Major Teaching Methods

Instruction will consist of lecture, demonstration, role-play, group participation, small reflection and writing assignments, and supervised feedback.

- The students will videotape sessions with real clients from their practicum sites.
- Students will demonstrate appropriate counseling skills.

Topics to Be Covered:

- A. Practicum Site Experience
- B. Practicum Supervision
- C. Case Presentations
- D. Counseling Skills
- E. Application of Counseling Theories
- F. Professionalism in the Helping Professions
- G. Documentation and Organization

Grading and Evaluation Procedures

The following assessment procedures will be used to evaluate students' knowledge of the course.

Evaluation and Assessment Procedures

All course requirements including counseling skills demonstrated on videotapes, the evaluation of the site supervisor, and evaluations of the faculty instructor will be used to determine candidate achievement. Students will be evaluated with the supervision forms included at the end of the syllabus. These forms are to be printed and maintained by the students and submitted to supervisors and faculty on the dates listed on the course calendar. Students will not receive a passing grade without completing the Pass/Fail Assignments.

Category	Assignment	
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Late Assignments

All submitted work is final. Your submissions should reflect your best professional effort.

and communicated to the other, it will be brought to the student’s attention. At that time, a plan for remediation using the Student Development and Retention Policy will be put into effect. A definition of impairment is offered by the following:

- ! Overholser and Fine indicate that impairment is evaluated in five areas: A serious deficit in any of the following:
 1. Factual knowledge
 2. Generic clinical skills
 3. Orientation-specific technical skills
 4. Clinical judgment
 5. Interpersonal attributes
- ! Below is an operationalized definition of impairment for interpersonal attributes offered by Frame and Steven-Smith:
 1. Not being open, flexible, positive and cooperative
 2. Not willing to accept and use feedback
 3. Not aware of impact on others
 4. Not demonstrating an ability to deal with conflict, accept personal responsibility and express feelings effectively and appropriately.

Student Academic Misconduct Policy

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Attendance Policy

Attendance to, arriving on time for, preparation for, and participation in scheduled classes is required. There are no excused absences, as this class requires a high level of participation from students. Should a student miss more than one (1) class, then the Candidate will be dropped from the course and receive a failing grade at the instructor’s discretion. As arriving late or leaving early is a disruption to the entire class, I would ask that all students inform the class members and me should leaving early or arrivim(a).2 (s) -0.2f p (e)0.2ud

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Class Participation

Participation in class is essential to the value of the learning experience within this course. A candidate's grade may be affected negatively by low participation.

Assignments and Related Policy

Assignments will be submitted on ilearn and the Tk20 data assessment software. The following assignments are how students will be assessed for knowledge.

A. Required Hours



E. Identify a Practicum Counseling Site and perform in a professional manner

also receive at least a B on their final case presentation to receive a passing grade in the class and proceed into Internship.

H. Submission of Required Course Documents

Students are encouraged to make a duplicate file of these records to maintain a complete academic history for licensure purposes.

In addition to the mid-term and end of semester forms, each week students are required to turn in a Weekly Counseling Log signed by their site supervisor. An automatic adding version of this form will be available on iLearn.

I. Submit Professional Learning Goals

The practicum student will be required to identify and submit professional learning goals for the course. The assignment should include what goals you have for this course, and in particular, what goals you have for your time at the practicum site. Furthermore, the assignment should discuss what skills you would like to further develop and how you will utilize this course to meet those goals (minimum of 2 pages/maximum of 4 pages).

J. Transcriptions from Recordings

A transcript of 20 minutes of your three recorded counseling sessions will be included with each presentation. Students will transcribe the skills used in the session. This will be put on iLearn in the drop box for transcripts.

K. Submit a Final Practicum Summary Paper

The practicum student will submit a final summary paper (minimum of 3 pages) of his/her practicum experience discussing goals met in practicum and set for internship, identifying the professional and counseling issues addressed, what the student learned about him/herself and evaluation of self-care. **This is due at the end of Practicum.**

L. Case Summaries/Feedback for Case Presentations

Students will be required to complete case summaries on their case presentations (form found at the end of the syllabus). In addition, students are required to provide constructive feedback from the case presentations provided by the peers (form found at the end of the syllabus).

M. Case Notes

Students will submit a case note for each client that they worked with in the video recording. Students will utilize the CAP format for taking notes.

N. Professional Disclosure Statement

Students will create a professional disclosure statement to be used in the informed consent process with clients. Statements need to include counselor-client role, theoretical approach, confidentiality information, scope of practice, supervisor contact, and diversity statement in language appropriate for clients.

Class Plan by Weeks or Days

Please see Course Schedule at the end of the Syllabus.

Disability Accommodation

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Additional Resources

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