



# Master of Arts in Counseling

## Course Syllabus

### Course Information

COUN 528 – PRACTICUM SECTION A, B & C  
Spring 2020  
3 Semester Hours

### Location/Date/Time

Room: TBA  
Thursday, 12:30 – 2:00 pm

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### INSTRUCTOR'S INFORMATION:

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TBA

### COURSE DESCRIPTION:

The practicum experience is designed to give beginning students in counseling the opportunity to put into practice the skills and knowledge they are developing throughout their counseling program. Students will meet weekly to review cases, discuss areas of growth and present theory, intervention and technique questions.

### COURSE GOALS AND OBJECTIVES:

*Addressing the following CACREP 2016 Professional Counseling Identity & Clinical Mental Health Standards*

1. Students will further develop their ability to apply various counseling theories in clinical practice (CACREP 2016 2.F.5.a).
2. Students will strengthen their interviewing, intervention, diagnostic and counseling skills (including intake interview, mental status evaluation, biopsychosocial history, mental health history and psychological assessment) for treatment planning and caseload management for a broad range of mental health issues (CACREP 2016 2.F.5.a; 5.C.2.d, 5. C.3. a., b.)
3. Students will demonstrate competence in case conceptualization and treatment planning (CACREP 2016 2.F.5.b., h., i.)
4. Students will demonstrate an understanding of critical legal and ethical issues relevant to clinical practice (CACREP 2016 2.F.1.i.)
5. Students will practice strategies to promote client understanding of and access to a variety of community-based resources (CACREP 2016 2.F.5.k.)
6. Students will practice using and applying crisis intervention skills and techniques and learn suicide models and strategies (CACREP 2016 5.C.3.b.; 2. F.5.j.,1.)
7. Students will show an understanding of issues of diversity and how these issues impact service provision and clinical intervention (CACREP 2016 2.F.2.d., f., g; C.2.j.)
8. Students will learn strategies for interfacing with integrated behavioral health care professionals (CACREP 2016 2. F.2.d., f., g; 5.C.3.d.)
9. Students will participate in a small consultation group led by internship students and related to the experience, practice and provision of clinical work, for 10 clock hours. (CACREP 2. F.6.h.)
10. Each student is **required** to lead or co-lead a **counseling or psycho-educational group** during practicum or internship. (CACREP 3. E.)

### PREREQUISITES:

COUN 507 PIFE and other beginning level Master of Arts in Counseling course work.

### **CO-REQUISITES:**

COUN 518 Integrated Counseling Process

### **Practicum Professional Practice Requirements**

#### *Addressing the following CACREP 2016 Professional Practice standards*

*(Refer to Student Handbook on line for all forms)*

- 1) No practicum may begin without the **prerequisites** being completed. All documentation (Agency Placement Form, Contract Letter, and Liability Insurance) is to be submitted to the Clinical Training Coordinator who will prepare the **Professional Practice Folder (PPF)** prior to the start of practicum. Students are to **keep copies for personal records.** (CACREP 3. R.)
- 2) The **student must carry insurance at all times and keep a current copy of the Professional Liability certificate to the Professional Practice Folder.** No counseling is permitted without an up to date record of this insurance. ***Clinical training will be stopped without the form on file.*** Mark the insurance renewal date in your calendar so you will send it in within sufficient time. (CACREP 3. A.)
- 3) A working knowledge of the Student Handbook is required. Pay close attention to the Counselor Assessment Scale in your self-evaluative moments. This form should be utilized as a significant tool with your Individual Site Supervisor. **The Counselor Assessment Scale is due from your Individual Site Supervisor (see course schedule for date).** (CACREP 3. C.)
- 4) At the end of the semester, a self-evaluation and other evaluations will be written and submitted to your PPF. You are encouraged to share the self-evaluation with your Individual Site Supervisor. (CACREP 3. C.)
- 5) You will complete an evaluation of each of your supervisors using the forms provided in your handbook. These should be submitted directly to the Clinical Training Coordinator. (CACREP 3. C.)
- 6) A copy of your Hours Tracking Forms should be submitted to your PPF at the end of the semester. Those forms and the Hours Summary Form must be approved and signed by your Individual Site Supervisor and must be submitted to the PPF before a grade is given for the course. The final record needs to be: the original, in ink, legible and showing all your work for the entire 100 (minimum) hours; 40 direct hours. (CACREP 3.F., G.)
- 7) ***ALL students are responsible for overseeing the checklist in their PPF and keeping their PPF updated at all times. Faculty Group Supervisors may audit a PPF at any time to assess completed forms. All forms are to be completed at the end of the semester in order to receive a grade.***

Contact with the student's Faculty Group Supervisor outside the designated group session is encouraged, as this supervisor supports and nurtures skill development and personal and professional development. The Faculty Group Supervisor will be in contact with student's practicum site supervisor and be available for contact by the Individual Site Supervisor, monitoring the clinical training of the student.

### **Course Requirements**

Practicum is an opportunity for students to apply their emerging counselor skills. In order to receive a passing grade:

- A. Each student is required to maintain the appropriate forms in their **Professional Practice Folders.** The student will submit weekly supervision logs that are signed by the site supervisor. Folders will be brought to each supervision session in order for students to file the necessary forms.

- B. Each student will review, cue, and present **two** client recordings during the semester – at least one before the *mid-semester recess and one after mid-semester*. **For each clip presented, you are required to complete a background form to bring to class (CACREP 3. B.)** Recordings presented will show:
- A segment that demonstrates a technique, intervention, or interaction that you feel you did well.
  - A tape segment that demonstrates an area for improvement.
- C. **Applied Suicide Intervention Skills Training (ASIST)** – As part of the practicum experience each student will be required to attend the ASIST training in February **at EMU**. This training takes place over two full days. Students will need to inform their practicum site supervisors that they will not be able to be at the practicum site on these days (CACREP 2016 5.C.3.b.; 2. F.5.j.,1.)
- D. Each student is **required** to lead or co-lead a **counseling or psycho-educational group**. (CACREP 3. E. – **can be met in practicum or internship**).
- E. **Group Consultation Experience**. Practicum students will be placed in a consultation group led by two internship students for ten one-hour sessions. This group provides a platform for discussing cases, practicum experiences and requirements. Groups meetings will be established by the group. Students are asked to come to each consultation meeting with a case to discuss. Students are also asked to write a consultation note, which should be placed in the PPF. The ten hours of participation in this group should be recorded as indirect time in the consultation hours section of your weekly log and your hours tracking form. This assignment provides practicum students with an opportunity to fulfill the CACREP-required ten hours of group time. (CACREP 2. F.6.h.)
- F. To support the Admission to Internship process each student will receive evaluative feedback from the site supervisor via the **Counselor Assessment Scale** at the midpoint of the semester. *Following review of the scale, each student will write and submit a 2-3 page letter to faculty that reflects her/his growth throughout the program, includes a growth plan for internship and a self-care plan and articulates readiness to move forward* (CACREP 3. C.).
- G. Students, as a group or individually, will be provided with an opportunity to enhance their professional training through assignment of suggested / REQUIRED supplemental materials.

## PROFESSIONAL EXPECTATIONS

### Technology

- **Cell phones are to be turned off during class time.**
- Students using laptop computers for note taking are asked to refrain from surfing the net and/or managing email during class time. When the class is engaged in interactive conversation (e.g. large or small group discussion) laptop computers should be closed so as to remove the relational barrier they create.

### Participation & Attendance

Each student is expected to **present cases and engage fully in** the group supervision **process**.

Attendance is mandatory. This is a process-oriented class and material presented cannot be made up. If you are sick or if an emergency arises which impacts your attendance, please contact me immediately so we can make arrangements for your absence. Attendance will be taken in each class session.

### MAC Attendance Policy for Practicum/Internship Courses

Please note the following department policy for all counseling courses with respect to attendance:

1. Every student is provided **one** free absence. That means you can miss a class during the semester without penalty to your grade. PLEASE USE IT WITH DISCRETION. You are responsible for

contacting a peer in the class to receive handouts and/or other information provided in your absence.

2. **If a second class is missed the student must:** submit 1 CE for every hour missed. One class = 3 CE's. CE's include clinical professional development trainings
3. A third missed class results in failing the class.
4. It is the student's responsibility to come to class on time and to leave class at the designated time; being late and/or leaving early is disruptive to the class.
5. Excessive lateness will significantly impact your participation and attendance grade. It can be disruptive to the culture of learning. It is also a behavior we monitor in the program as it will not be tolerated in most working environments. If a student is repeatedly late, walking into class after the start time (more than once), this will be the equivalent of one absence. If you have a concern about being late for class, please contact the instructor.
6. Leaving early is equivalent to an absence. Please don't ask faculty members to make judgment calls for leaving early.
7. **If a student is experiencing what he or she believes to be an extenuating circumstance that would justify receiving an exception to the above policies, that student should compose a one-page document explaining those circumstances. The situation will be reviewed by the entire faculty and a decision rendered as to whether there will be a grade policy exception.**

## **Teaching Strategies**

### **Role Play**

It's likely that you may not have clients at the outset of this class, therefore, we will use class time to role play session procedure/process and/or client issues – we will focus on what will be most helpful to you as a group.

### **Peer Feedback**

Students will be asked to give feedback on client sessions, case conceptualization and therapeutic intervention.

### **Syllabus Disclaimer:**

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

## SCHEDULE AND TOPICS:

### Course Schedule

Date	Subject	Assignments Due
January 16	Supervision: Introduction, Review of Syllabus, Folders and Forms, Discussion of Goals, Group Guidelines and Process – Meet together	
January 23	Supervision – Case Review or Role Play	
January 30	Supervision – Case Review or Role Play	
February 6	Supervision – Case Review	
February 13	Supervision – Case Review	
February 13-14	<b>No class - ASIST Training</b>	
February 20	Supervision – Case Review	
February 27	Supervision – Case Review	<b>Clip Review due</b>
March 5	<b>No class – Spring Break</b>	
March 12	Supervision – Case Review	
March 19	Supervision – Case Review	<b>Letter of Readiness: Admission to Internship Counselor Assessment Scale</b>
March 26	Supervision – Case Review	
April 2	Supervision – Case Review	<b>Full Session Review</b>
April 9	Supervision – Case Review	
April 16	Supervision – Case Review	
April 23	Supervision – Case Review	<b>Hours Tracking, Hours Summary, Faculty Group Evaluation, Individual site Supervisor Evaluation, Practicum Final Evaluation</b>
April 30	Final Supervision	<b>Hours Tracking, Hours Summary, Faculty Group Evaluation, Individual site Supervisor Evaluation, Practicum Final Evaluation</b>

**Please Note:** The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

## GRADING CRITERIA AND OTHER POLICIES:

### Writing Guidelines:

EMU has adopted a set of writing [guidelines](#) for graduate programs that include six sets of criteria: content, structure, rhetoric & style, information literacy, source integrity, and conventions.

### Academic Integrity Policy (AIP):

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy and doing justice. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (Adapted from the Council of Writing Program Administrators). This course will apply [EMU's AIP](#) to any events of academic dishonesty. If you have doubts about what is appropriate, [Indiana University's Plagiarism Tutorials and Tests](#) may be a useful resource.

**Turnitin:**

*Faculty who use Turnitin are encouraged to copy and paste the following blurb on Turnitin into syllabi each semester to educate students on this policy.*

Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using [Turnitin](#), a learning tool and plagiarism prevention system. Note that submitted papers become part of the Turnitin.com database.

*Faculty, you may turn this option off if you do not want your papers to be part of a virtual database. Adapt this statement, then, accordingly. You may also want to include instruction about submitting early drafts to Turnitin. For more information, go to the Faculty Services tab on the Writing Program site in myEMU.*

**Moodle:**

[Moodle](#) is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class will no longer be accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

**Technology Requirements and Communication (if joining a class by zoom):**

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching or fumbling with them as it creates unwanted noise in the class space.

**Graduate & Professional Studies Writing Center:**

Please utilize the [writing program](#)! They offer free individual tutoring from a [graduate student tutor](#). Please visit the website to schedule an appointment.

**Institutional Review Board (IRB):**

All research conducted by or on EMU faculty, staff or students must be reviewed by the [Institutional Review Board](#) to assure participant safety.

**Grading Scale & Feedback:**

*The evaluation criteria, grading scale, and procedures should be specified so students will clearly understand how grades are computed when assignments are given, the work expected outside of class and due dates for completion and submission of assignments. Consider naming when students should expect to receive feedback on assignments.*

**Library**

The [Hartzler Library](#) offers research support (via e-mail, chat, phone, or SSC campus) and the library home page offers subject guides to help start your research.

**Office of Academic Access:**

*If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact the [Office of Academic Access](#) in the Academic Success Center on the third floor of the Hartzler Library. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially.*

**Class Attendance:**

*State your class attendance policy. If there are penalties for not attending, those should be specified.*

Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades. The student is responsible for the material presented in classes missed (from EMU Graduate Catalog). Students should be aware of the importance of regular class attendance, particularly in the case of classes that only meet once a week or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

### **Course Extensions and Outstanding Grades:**

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. *PLEASE NOTE: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.*

### **Inclusive, Community-Creating Language Policy:**

Eastern Mennonite University expects all its faculty, staff, and students to adopt [inclusive written and spoken language](#) that welcomes everyone regardless of race or ethnicity, gender, disabilities, age, and sexual orientation. We will use respectful and welcoming language in all our official departmental documents and correspondence, including those put forth by way of Internet communication, and throughout all academic coursework, inclusive of classroom presentations and conversations, course syllabi, and both written and oral student assessment materials.

### **Title IX:**

*The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU.* It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator, Rachel Roth Sawatzky can be reached at [540-432-4133](tel:540-432-4133) or [rachel.roth.sawatzky@emu.edu](mailto:rachel.roth.sawatzky@emu.edu). You can also report incidents or complaints through the [online portal](#). You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal & external support resources. Please refer to the [Student Handbook](#) for additional policies, information, and resources available to you.

### **Academic Program Policies:**

For EMU graduate program policies, please see the complete [graduate catalog](#).

### **Writing Standards –Graduate Level**

[https://emu.edu/writing-program/docs/Graduate\\_rubric.ProvostCouncil.Feb22.2017.pdf](https://emu.edu/writing-program/docs/Graduate_rubric.ProvostCouncil.Feb22.2017.pdf)