Houston Graduate School of Theology
COU 751 Counseling Practicum
Spring 2016, Monday: 5:30-7:00 p.m.
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Houston Graduate School of Theology equips women and men to be ministers and messengers of God’s mission of reconciliation through academic excellence, personal transformation, and leadership development

I. Course Descriptions

COU 751 Counseling Practicum
One hundred fifty clock hours of supervised experience in counseling with an approved supervisor in an approved clinical or counseling center setting. The course includes meetings with a campus supervisor and peer group. Prerequisites COU 500, 510, 522, 530, 540, 600, 611, 620, 630, 663, 665, and 674, plus at least 12 sessions of professional individual counseling with a licensed provider (LPC, LMFT, or psychologist) the semester prior to the start of the practicum experience. (Pass/Fail) For additional requirements related to practicum, see Counseling Practicum Manual.

II. Student Learning Outcomes
Upon completion of the practicum, the student will be able to:
   A. Develop a professional perspective and theoretical orientation aligned with client and facility needs.
   B. Adhere to and comply with facility policy.
   C. Understand and utilize on site instruction, training, and information to assist with providing counseling to the population served.

Upon completion of the Peer Group classroom requirement, the student will be able to:
   A. Present clinical cases in a case conference format.
   B. Be competent in relationship building within the peer-to-peer supervision model.
   C. Articulate matters of ethical, moral, and spiritual concerns as they apply to the practicum experience.
   D. Provide professional peer emotional support during practicum experience.
   E. Review documentation issues, legal and practice issues as per the rules of the Texas State Board of Examiners of Professional Counselors.
   F. Integrate theories, experiences, and scripture to form a theological model of the counseling process and spiritual care in later life.

III. Required Textbooks


Legal documents: (LPC track students) Download and print from the Texas State Board of Examiners of Professional Counselors web page:
- Title 22, Texas Administrative Code, Part 30, Chapter 681: Rules relating to the licensing and regulation of professional counselors, Texas State Board of Examiners of Professional Counselors, effective September 1, 2010.
- Occupations Code, Chapter 503. Licensed Professional Counselors.

Legal documents: (LMFT track students) Download and print from the Texas State Board of Examiners of Marriage and Family Therapists web page:
- Title 22, Texas Administrative Code, Part 35, chapter 801: Licensure and Regulation of Marriage and Family Therapists, Texas State Board of Examiners of Marriage and Family Therapists, effective April 27, 2003

IV. Course Assignments
1. Weekly case presentation (written and oral)
2. Peer Group attendance and participation
3. Review per practicum supervisor.
4. A critical book review of *Practicum and Internship*. Please do not write a summary of the book, but a critical review informed by the content you have learned throughout your Master’s program and the application of such in your completion of at least one half of a practicum experience. Due at MIDTERM. 21 March 2016.
5. Compilation of 15 complete case write-ups (template provided in class)

V. Grading Scale: PASS - FAIL

VI. Classroom-related Academic Policies
A. Regular attendance and regular submission of assignments on due dates in the syllabus is expected. Each student must talk to the instructor about circumstances affecting his or her ability to attend class and complete assignments. A “T” will be noted in the attendance roster for students who develop a pattern (3 times) of missing up to half of a class session by either tardiness or early departure. Three “tardies,” as described above, will equal one absence. More than three absences (excused or
unexcused) will result in a letter-grade reduction of the final grade and may result in failure of the course.

B. Work is expected on the due date. Late papers will receive no less than a one-letter grade reduction.

C. Turnitin.com

1. All written assignments are subject to required submission to www.turnitin.com to check for originality and style. The assignments that are required for submission will be described in the syllabus.
2. Students will create an account at www.turnitin.com. After doing so, the student will join the course page with the code and password supplied by the instructor. A list of assignments and due dates will be available on the course page.
3. Students will submit assignments by the due date and time, but they will still submit the assignments in a hard copy format.
4. Password: Terrill751
5. ID: 11199031

D. Electronic Equipment Usage in Classrooms

It is expected that students will use technology (cell phones, laptop computers, iPads, etc.) during classes only for the purposes of class work. Therefore, students should turn off cell phones and refrain from texting and using laptop computers during classes except for the purposes of taking notes or doing research specifically authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor.

E. Please review the Academic Catalog for requirements regarding Incompletes and Plagiarism issues. For more information on Library Services, please download the Library Handbook from the HGST website.

F. Students will submit assignments by the due date and time, but they will still submit the assignments in a hard copy format.

G. A final paper replete with spelling and grammar issues will be reduced by a full letter grade.

VII. Notes for Writing Assignments

A. Writing assignments, for MAC students, should conform to APA standards, especially for guidelines on submission of academic papers. (See Purdue OWL: APA Formatting and Style Guide @owl.english.purdue.edu/owl/resource/560/01/).

B. The student should utilize 12-point Times New Roman font throughout. The instructor prefers that the student not use presentation or report binders or folders. He prefers submission of papers with staples or binder clips.

C. Critical or formal writing differs from colloquial writing or spoken English at several points. The student should note the following guidelines for critical writing. The instructor expects students to follow these guidelines strictly. Failure to do so will be penalized.

1. Avoid 1st or 2nd person references (“I,” “we,” or “you”). Keep the written projects objective and professional.
2. Never use contractions.
3. Avoid passive voice construction (i.e. The student should write “God chose Joshua” rather than “Joshua was chosen by God.”). Some exceptions are necessary, but limiting the use of passive voice is a good policy.

4. Be sure that number and tense always agree (i.e., Do not write in one place that “Brueggemann argues . . .” and at another place “Brueggemann argued . . .”). Subject-verb agreement is imperative.

5. Spellcheck! Spellcheck! Spellcheck! Dr. Terrill does not tolerate misspelled words. Failure to spellcheck will result in a substantive reduction on the grade for written assignments.

6. Grammar check works as well!

7. All pronouns should have clear antecedents. Avoiding “it is” and “there is” in the paper removes much of the ambiguity of pronoun usage.

8. Sentence fragments are unacceptable. Every sentence must have a subject and a predicate.

VIII. **Fitness to Practice Evaluation for Counseling Students** – Counselor educators are ethically obligated, through ongoing evaluation, to address the inability of some students to achieve counseling competencies. Fitness to Practice Evaluation is a process, which ensures that counseling students are:

• Meeting or exceeding program standards;

• Demonstrating the acquisition and effective application of ethical counseling skills to address a diverse population; and

• Exhibiting emotional and mental fitness in the interaction with clients, families, peers, and other professionals.

Counselor educators do the following:

• Assist students in securing remedial help when needed;

• Seek professional consultation and document their decision to dismiss or refer students for assistance; and

• Ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

All students will be evaluated during their enrollment in the MAC degree program and remediated, if necessary. The Fitness to Practice Evaluation Form is an instrument that is used to evaluate comportment of students enrolled in the Masters of Arts in Counseling (MAC) program. For MAC students, this instrument is used to assess students enrolled in COU 530 Theories in Counseling, COU 600 Counseling Skills and Techniques, and COU 751 Counseling Practicum I. The information that is gathered is aggregated by the Counseling Practicum Director who analyzes, stores, and reports the data to the Academic Office.
IX. Bibliography

General
The Counseling Experience: A Theoretical and Practical Approach by Michael E. Cavanagh and Justin E. Levitov
Boundaries: When to say Yes, When to Say No, To Take Control of Your Life by Henry Cloud and John Townsend
The Complete Adult Psychotherapy Treatment Planner, 2nd edition by Arthur E. Jongsma and L. Mark Peterson
Integrative Psychotherapy by M. McMinn and C. Campbell

Diagnosis and Treatment
Quick Reference to the Diagnostic Criteria for the DSM V. Vital if you have to do four-axis diagnosis, has GAF scale.

Anger
The Angry Heart: Overcoming Borderline and Addictive Disorders by Joseph Santoro and Ronald Cohen – good resource for step by step journey and good insight into borderline issues. Has good exercises that you can adapt to your client.

Personality Disorders
I Hate You Don’t Leave Me: Understanding The Borderline Personality by Jerold J Kreisman and Hal Straus - great overview of borderlines clients
Skills Training Manual for Treating Borderline Personality Disorder by Marsh M. Lineham- very useful handouts, Dialectical Behavior Therapy

Stress Management and Pain Management
The Relaxation and Stress Reduction Workbook, 5th edition by Martha Davis, Elizabeth Robbins Eshelman, and Matthew McKay – very popular stress book with a variety of cognitive behavioral coping techniques
Managing Your Pain before it Manages You by Margaret A. Caudill – very popular book for chronic pain management. You may adapt topics to use in psychoeducational group therapy.

Marriage and Domestic Abuse
Battered into Submission: The Tragedy of Wife Abuse in the Christian Home by James Alsdurf and Phyllis Alsdurf- a surprising (for most) description of domestic abuse in the church
Keeping the Faith: Guidance for Christian Women Facing Abuse by Marie Fortune – a hopeful walk of recovery
Power/submission in marriage: (1) The Council on Biblical Manhood and Womanhood: www.cbmw.org; (2) Christians for Biblical Equality www.cbeinternational.org - deals with the issues of power, submission, head of house, etc.
Sexual Abuse

Grief

Interpersonal Relationships
*I’m OK You’re OK* by Thomas Harris - an overview of transactional analysis, useful format for working with clients with their interpersonal problems

Websites
Mental Health Association of Greater Houston : www.mhahouston.org - Resource center