Basic Course Information:
This is a three-credit-hour supervised doctoral-level course that involves at least 100 clock hours in counseling, of which 40 hours must be in direct service with clients. Our class meetings, which will be held in CC3147, provide opportunities for you to share your practicum counseling experiences, reflect on your counseling work, and receive feedback regarding your skills and practices.

Instructor: Lennis G. Echterling, Ph.D.
Office Hours:
Mondays 8:00 - 9:00 a.m.
Tuesdays 10:00 - 12:00 p.m.
Wednesdays 1:00 - 3:00 p.m.
Other times by appointment

Prerequisites:
Review the following course prerequisites and see me at once if you have not fulfilled them:
- Courses. You should have met with your faculty advisor to determine if you have completed courses that will prepare you to have a successful practicum experience.
- Liability insurance. You should have professional liability insurance already, but if you have let it lapse, then be sure to secure it again. ACA student rates are quite reasonable.
- Ethics. Review the ACA ethical standards for counselors. You will have covered this information in previous courses, but take the time to reconsider the ethical principles.
- Counseling Site Orientation. You will complete all orientation training experiences provided by your doctoral practicum site.

Objectives and Learning Outcomes
The practicum is your opportunity to gain additional experience in the practice of counseling. Performing this work will help you achieve these primary course objectives:
- become more skilled in the practice of counseling;
- enhance your ability to self-reflect as you engage in counseling;
- apply self-care strategies your counseling work; and
- gain a deeper understanding of your professional identity as a counselor.

Course Objectives & CACREP Doctoral Standards
By the end of the course, students will be able to know, understand, and/or demonstrate the following areas based on the CACREP Standards (2016)

COUNSELING
1. Scholarly examination of theories relevant to counseling (1.a)
2. Integration of theories relevant to counseling (1.b)
3. Conceptualization of clients from multiple practical theoretical perspectives (1.c)
4. Evidence-based counseling practices (1.d)
5. Methods for evaluating counseling effectiveness (1.e)
6. Ethical and culturally relevant counseling in multiple settings (1.f)

**COURSE CACREP STANDARDS and KPI CHART**

<table>
<thead>
<tr>
<th>CACREP STANDARDS INCLUDED IN COURSE</th>
<th>1.a</th>
<th>1.b.</th>
<th>1.c.</th>
<th>1.d.</th>
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<tr>
<td>Overall Standards</td>
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<tr>
<td><strong>KPI1 Counseling</strong></td>
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<td>R: Counseling Practicum Performance</td>
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<tr>
<td>Assessment</td>
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Level of KPI indicated by: I = Introductory; R= Reinforcement; M= Mastery

**KPI RUBRIC**

<table>
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<tr>
<th>KPI1 Counseling: Knowledge and skills for effective, evidence-based, culturally competent counseling. Demonstrates effective counseling skills including the ability to apply counseling theories and evidence-based methods, evaluate client progress, and demonstrate ethical and multiculturally competent counseling practice</th>
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<tbody>
<tr>
<td><strong>Below Standard (1)</strong></td>
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<td><strong>Approaching Standard (2)</strong></td>
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<td><strong>At Standard (3)</strong></td>
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<td><strong>Exceeds Standard (4)</strong></td>
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Required Readings:
You will be reading all the orientation and background information provided at your practicum site. Your reading material will include relevant evidence-based counseling practices, methods for evaluating counseling effectiveness, and ethical and culturally relevant counseling in your setting. In addition, you will also read the following articles for our meetings:


Purpose:
The doctoral practicum is both a challenging and fulfilling training experience that is designed to enhance your developing counseling skills. The use of student supervisors is not allowed in a doctoral-level practicum.

Format and Methods of Instruction
The class format is that of a group supervision/seminar and it is based on the assumption that you are coming to each class fully prepared to make the most of our limited time together. You will be sharing your counseling experiences, discussing the readings, observing videotapes of your work, and offering one another feedback. Between meetings, we will keep in contact through email, text, or phone. I have provided information regarding numbers and addresses on the first page of this syllabus. I invite you to participate fully and contribute generously to our endeavors. Welcome aboard!

Performance Evaluation Criteria and Procedures
Grades will be based on the following criteria:
1. Doctoral Learning Outcomes 70 points
2. Logs 20 points
3. Class Participation 10 points

**Satisfactory**—70 points or above
**Unsatisfactory**—Below 70 points
Of course, you will be receiving detailed feedback throughout the practicum experience, but your grade in this course will be either Satisfactory or Unsatisfactory. That’s it – period.

**ASSIGNMENT OVERVIEW**

1.) **KPI Assignment: Counseling Performance**

Your practicum experience involves a total of 100 clock hours focusing on the practice of counseling. At least 40 clock hours of your counseling practicum should involve direct service. Counseling services include assessment, individual counseling, group counseling, family or couple counseling, emergency or crisis services, outreach services, consultation and education programs, prevention programs, and health promotion activities. You also engage in other professional activities, such as keeping records, participating in supervision, making referrals, attending in-service programs, and participating in staff or faculty meetings.

Recordings are invaluable resources for reviewing your work. Whenever possible, use this technology to help you continue your professional development. Select segments of your recorded counseling work for presentation in our meetings. During the semester, you will review in class at least four of your video recorded counseling samples.

When you choose a recording to process, introduce it with your specific needs for feedback on this particular session. What do you want to gain from this review process? What feedback do you especially desire to hear? What parts of your work were problematic? When were you especially effective?

You already should be a member of most of the following: American Counseling Association, Virginia Counselors Association, Central Valley Counselors Association, Association for Counselor Education and Supervision, and the Southern Association for Counselor Education and Supervision. Many associations have relatively inexpensive student membership fees. Most professional organizations need members who are willing to serve on committees, to help with organizational tasks, and to serve as advocates for the association. Consider what experience, interests, and skills you bring to a professional organization, and then become involved!

Over your practicum experience, you will see numerous announcements for training opportunities and professional meetings. Your practicum site may also also provide in-service training programs. Take advantage of these chances to enhance your knowledge and skills in counseling, teaching, and supervision.

2.) **Logs**

Keep a weekly word-processed log of your activities. Report what you do, when you do it, for how long, and your observations and reactions. Submit your updated log to me electronically before each of our meetings. The rubric below will be used to evaluate your logs.

<table>
<thead>
<tr>
<th>Excellent (9-10)</th>
<th>Acceptable (7-8)</th>
<th>Unacceptable (0-6)</th>
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<tr>
<td>All submitted logs are on time, complete, and thorough. Entries consistently demonstrate an outstanding commitment to documenting all counseling-related activities, including preparing for sessions, providing services, completing documentation,</td>
<td>The logs are submitted in a timely fashion and provide an adequate account of the student’s counseling-related activities, including preparing for sessions, providing services, completing documentation,</td>
<td>The journal entries are often submitted late and typically offer minimal documentation. The entries are inadequate in providing even a superficial account of counseling-related activities.</td>
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sessions, providing services, completing documentation, evaluating counseling effectiveness, and participating in practicum meetings.

<table>
<thead>
<tr>
<th>Excellent (9-10)</th>
<th>Acceptable (7-8)</th>
<th>Unacceptable (0-6)</th>
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<tr>
<td>Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.</td>
<td>Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.</td>
<td>Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors, such as eye rolling and dismissive gestures, that communicate disrespect or contempt for peers and the instructor.</td>
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3.) **Class Participation**

I am looking forward to you being a dedicated student who attends all our meetings, comes prepared, is fully involved in all activities, and offers constructive comments to our discussions. I will use the rubric below to evaluate your performance on class participation.

<table>
<thead>
<tr>
<th>Date</th>
<th>Highlights</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>August 28</td>
<td>Introduction</td>
<td>Syllabus</td>
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<td>Overview</td>
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<tr>
<td>September 11</td>
<td>Site Policies &amp; Procedures</td>
<td>Logs</td>
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<td>Theories of Counseling</td>
<td>Video #1</td>
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<td>September 25</td>
<td>Theory Integration</td>
<td>Logs</td>
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<td>Ray</td>
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<td>October 9</td>
<td>Case Conceptualization</td>
<td>Logs</td>
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<td>Video #2</td>
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<tr>
<td>October 23</td>
<td>Evidence-Based Practices</td>
<td>Logs</td>
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<td>Sackett &amp; Lawson</td>
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<tr>
<td>November 13</td>
<td>Evaluating Counseling</td>
<td>Logs</td>
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<td>Video #3</td>
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</table>
Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

Class Participation
We are looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all our courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. When you are granted the sacred trust of entering into someone else's pain, you must honor that invitation with your full and absolute attention. Your class times are your opportunities to hone that skill of being fully present. If you are unable to attend class due to an emergency, we expect you to contact us as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

Academic Honesty
It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at http://www.jmu.edu/honor/code.shtml#TheHonorCode.

Adding/Dropping Classes
As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on e-campus. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's Web site at http://www.jmu.edu/registrar/.

Inclement Weather
By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to http://www.jmu.edu/JMUpolicy/1309.shtml. And stay safe! Don't take unnecessary risks to make it to class. We want you alive!

Religious Accommodations
Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional
questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at http://www.jmu.edu/oeo/.

Disability Accommodations
We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at http://www.jmu.edu/ods/ for more information.

Confidentiality and Title IX
Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, sirockam@jmu.edu, 540-568-5219. You may also file a report with Title IX online at https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml.