

Syllabus for
GCSL 764—Marriage and Family Practicum
3 Credit Hours
Fall 2015

I. COURSE DESCRIPTION

Provides an introductory experience for students to begin applying theory and to develop applying theory and to develop counseling skills under supervision. Includes marital, couple, and family counseling with special emphasis given to ethnic and demographic diversity. Students gain practical experience in counseling, assessment, consultation, and professional functioning including observing experienced counselors, engaging in co-counseling, and other entry-level learning activities.

Prerequisites: GCSL 528, 580, 630, 635, 641, 643, 650, 670, 784, and 642 or 676; Satisfactory completion of departmental comprehensive exam.

Course fees: Background check, \$25.50, liability insurance, \$15.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Clearly state the policy and procedures of the counseling agency to which they are assigned.
- B. Use the *DSM-5* for assessment, diagnosis, and treatment planning, as stipulated within the counseling agency to which they are assigned.
- C. Integrate systems theory into the practice of marriage, couple, and family counseling through the demonstrated use of counseling skills.
- D. Adhere to the policies and procedures as required by the agency.
- E. Maintain confidentiality of privilege health information of the clients.
- F. Develop necessary skills and understanding for clinical documentation.
- G. Foster essential abilities and awareness on cultural competency, including spiritual and religious issues.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Discuss the importance of relating positively to the personnel in a variety of counseling agencies.
- B. Demonstrate the ability to interpret case specific information by translating it into accurate diagnostic appraisals.
- C. Display the ability to develop treatment plans in response to specific diagnosis and the skill to implement them in the context of a therapeutic relationship.

- D. Identify the assessment, ethical and appropriate use of sociocultural issues in counseling.
- E. Present case information in an organized and professional manner.
- F. Utilize and discuss one of the marriage and family counseling modalities, e.g., social learning, system theory, and strategic counseling in response to a case study.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

American Psychiatric Association. *Diagnostic and Statistical Manual of Mental Disorders*. 5th ed. Washington, DC: APA, 2013.
ISBN: 978-0-89042-554-1

Baird, B. N. *Internship, Practicum, and Field Placement Handbook*. 7th ed.
Boston: Pearson, 2013: ISBN: 0205959652

Berman, P. S. *Case Conceptualization and Treatment Planning: Integrating Theory into Practice*. 3rd ed. Thousand Oaks, CA, Sage Publications, Inc. 2010. ISBN: 978-1483343716

Miller, W. R. and Stephen Rollnick. *Motivational Interviewing: Preparing People for Change*. 3rd ed. New York: Guilford Press, 2002. ISBN: 978-1609182274

2. Other None

B. Optional Materials

- 1. Textbooks
None
- 2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
- 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
- 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure

and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:

- a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
- b. Failing to meet group assignment or project requirements while claiming to have done so;
- c. Failing to cite sources used in a paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Graduate School of Theology and Ministry Policies and Procedures

1. **Completion of Assignments**

Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.

2. **Incompletes**

- a. An incomplete is given only after the student establishes with the academic committee by written petition that student's work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete are excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.
- b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes. **The submitting of a petition does not automatically ensure the granting of an incomplete.** The petition must be approved by the

academic committee of the School of Theology and Ministry. Students are expected to continue all course work until an incomplete is granted.

3. **Examinations**

- a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).
- b. A Petition for Late Examination must be submitted to the academic dean's office. A **\$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)
- c. Students taking late exams should expect alternate versions of the original exams.
- d. **Not being present for the final examination automatically results in failure of the course.**

4. **Attendance**

The administration and faculty of the Graduate School of Theology and Ministry believe that class attendance is crucial in order for students to receive impartation, spiritual formation, and a community experience. Therefore, the Official Attendance Policy for the GSTM is as follows:

- a. Students will receive one letter grade reduction after missing more than two weeks of classes.
- b. Students who miss more than one month of classes will fail the course.
- c. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
- d. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
- e. Students are expected to be prompt for classes.
- f. Students are expected to remain for the entire class session.
- g. Leaving early without permission constitutes an absence.

5. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to www.studentresources.oru.edu.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. The final grade for this class is determined in the following manner:
- b. Grading:

Class participation	100 points
Case study	100 points
Audio or videotape presentation	100 points

Weekly Experience Logs	80 points
Forms	140 (20 points each)
Total	350 points

- Student Handbook Acknowledgement Form
- Student Agreement for Practicum
- Verification of Placement
- Individual Learning Contract
- Record of Supervised Experience
- Site Supervisor’s Evaluation of Student
- Student Evaluation of Site Evaluation

Total **520 points**

c. Grades are assigned as follows:

- A=468-520 pts.
- B=416-467 pts.
- C=364-415 pts.
- D=312-363 pts.
- F=Below 311 pts.

2. ePortfolio Requirements

a. All students entering the seminary are required to enroll in PRF 059 ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.

b. WPA requirements for this course:

- (1) All students, regardless of degree program, must submit the Case Presentation and the Supervisory Evaluation under the corresponding rubrics to the course professor on ePortfolio, on the same date the assignment is also due in class.
- (2) Failure to correctly submit designated artifact assignments on time to the course professor on ePortfolio will result in an Incomplete grade for the course. When a student submits the missing artifact to the professor on ePortfolio, he or she may fill out a Change of Grade Request with all relevant information and submit it to the course professor for approval and final grade change.

3. Other Policies and/or Procedures

a. Completion of a course:

- (1) To receive a passing grade, all work must be completed as assigned. Failure to complete even one of the “lesser” assignments, i.e., a devotional paper or a reading report, results in a failing grade for the course.
- (2) All assignments are due on the dates established in the course calendar published in the syllabus or as assigned in class. Any assignments turned in after the scheduled due date are penalized five percent of the original value per day including weekends, breaks, and holidays. All work turned in two weeks after the assignment deadline is received, but is granted a grade of zero. If the work is not turned in at all, the student receives a failing grade for the course.

- (3) Students are required to furnish personal professional liability insurance. Acceptable limits are \$1,000,000/1,000,000. The practicum instructor provides application forms.
- b. No work is accepted after the final date of regular classes.
- c. Assignment requirements:
The completed case study is to include the following:
 - (1) Presenting problem, including basic contextual information.
 - (2) Diagnosis
 - (a) Presentation of diagnostic information as presented in DSM-5.
 - (b) Presentation must demonstrate understanding of human growth and development and psychopathology as evidenced in course presented within the student's area of specialty, including but not limited to GCSL 635 Human Development, GCSL 639 Family Development, GCSL 670 Introduction to Psychopathology, GCSL 671 Religion and Personality, and GCSL 770 Diagnosis and Treatment of Psychopathology.
 - (3) Treatment plan
 - (a) Presentation must be consistent with various agency demands.
 - (b) Presentation must assimilate information contained in Case Conceptualization and Treatment Planning: Integrating Theory into Practice textbook.
 - (c) Discussion of specific intervention as presented in Case Conceptualization and Treatment Planning: Integrating Theory into Practice textbook.

VI. COURSE CALENDAR

Week	Assignment	
1	Introduction	
2	Site Discussion	Miller ch. 1, 2, 3
3	Case Management	Miller ch. 4, 5
4	Case Management	Miller ch. 6
5	Case Management	Miller ch. 7, 8
6	Case Management	Miller ch. 9
7	Case Management	Miller ch. 10,11
8	Tape Presentation	Miller ch. 12, 19
9	Case Management	Miller ch. 13, 14
10	Case Management	Miller ch. 15
11	Case Management	Miller ch. 16, 18
12	Case Management	Miller ch. 21
13	Case Study	Miller ch. 23
14	Case Management	
15	Supervisory Rating Due	

Note: The presentations and case studies will be spread throughout the semester, beginning with week 8.

**Inventory for Student Learning Outcomes
Graduate School of Theology and Ministry**

M. A. Christian Counseling

GCSL 764 Marriage and Family Practicum

Professor Teresa Edwards, Instructor

Fall 2015

This course contributes to student learning outcomes for the M.A. Christian Counseling degree as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

Degree Program Outcomes	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
Theology/Philosophy of Counseling				
Develop a cohesive theology of counseling with theological reflection on the counseling process, emphasizing Spirit-directed change.		X		
Assessment Techniques				
Exhibit skill in selecting, administering, scoring, interpreting, and reporting the results from various assessment instruments.		X		
Clinical/Theoretical Diagnostic Appraisal				
Demonstrate the ability to interpret case specific information by translating it into accurate diagnostic appraisals.	X			
Treatment Plans in Response to Diagnosis				
Display the ability to develop relevant treatment plans in response to specific diagnoses, and the skill to implement them in the context of a therapeutic relationship.	X			
Research Skills and Methodologies				
Demonstrate basic research skills and methodologies through critiquing research findings and evaluating ESTs.		X		
Professional Code of Ethics				
Demonstrate knowledge of professional codes of ethics and the ability to apply those codes to ethical dilemmas.	X			