

Syllabus for  
**GCSL 763—Counseling Practicum - ONLINE**  
 3 Credit Hours  
 Summer 2021

**I. COURSE DESCRIPTION**

Provides an opportunity for students to begin applying theory and developing counseling and therapeutic skills under supervision. Students experience selected client care responsibilities with special emphasis given to ethnic and demographic diversity. Students gain practical experience in counseling, marriage and family therapy, and/or drug and alcohol counseling, and related areas of assessment, consultation, and professional behavior. Includes engaging in co-counseling and actively leading counseling activities. (Marriage and family therapy students will have access to an MFT supervisor.)

Prerequisites: Passing all requirements for PRFT 064 Introduction to Counseling Practicum & Internship; Approved Application for Counseling Practicum & Internship Program.

Course fees: Liability insurance, \$15.

**II. COURSE GOALS**

The purpose of this course is to enable the student to do the following (in accordance with CACREP 2016 standards as listed parenthetically):

- A. Develop competence in the practice of counseling, consultation, record keeping, referrals, and strategies for interfacing with the legal system regarding court-referred clients and with integrated behavioral health care professionals in a multicultural society. (2.F.1b, 2.F.1g, 2.F.1i; 3.C; 3.D; 5.C.2.j; 5.F.3.e, A.C.3.h)
- B. Evaluate and modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations and a broad range of clinical and relational issues including substance abuse and other addictions symptoms of psychoactive substance toxicity, intoxication, and withdrawal. (2.F.1e, 2.F.2b, 2.F.2c; 3.B; 5.C.3.b & 5.C.2.j; 5.F.3.c; A.C.3.c; A.C.3.d)
- C. Gain and develop counseling skills relevant to intake interviewing, mental status evaluations, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management for working with clients. (2.F.1b, 2.F.5g, 2.F.7e; 2.5.g; 3.A; 5.F.3.a)
- D. Gain an understanding of the responsibility for personal and professional growth and development as a professional Christian counselor under supervision. (2.F.1k, 2.F.1l, 2.F.1.m; 3.L)
- E. Distinguish and interpret case-specific information helpful in making appropriate diagnosis, developing treatment plans, implementation including screen, assess, and test for addiction, as well as promote client understanding of and access to community-based resources in the therapeutic relationship. (2.F.5g, 2.F.5h, 2.F.5i, 2.F.5.j, 2.F.5.k, 5.C.2.d; 5.F.3.d; A.C.3.a)
- F. Gain clinical experience under supervision as a Christian counselor with opportunities to grow and develop counseling skills and strategies to advocate for persons with mental health issues. (2.F.1.k, 2.F.1.m, 2.F.5.n, 3.L; 3.E)

- G. Understands a broad range of professional clinical issues relevant to the treatment and practice of counseling needed to foster family wellness from a Christian perspective. (5.C.3.b; 5.F.3.b)

### 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. Demonstrate a range of counseling skills providing effective services to clients in a multicultural society including an awareness of community resources, behavioral health services, and legal system that available to make appropriate referrals. (Weekly Experience Log & Evaluations)
- B. Demonstrate the ability to evaluate and modify counseling systems, theories, techniques, and interventions to make them culturally and systemically appropriate for diverse populations with various clinical and relational issues. (Weekly Logs, Site Supervisor Evaluation)
- C. Applies professional counseling skills in intake interviewing, assessments and evaluations, mental health history, and case management for working with clients with diverse clinical issues. (Audio/Video Presentation)
- D. Demonstrate an understanding of the responsibility for personal and professional growth, recognize his or her own limitations as a professional Christian counselor and seek supervision or refer clients when appropriate. (Professional Growth Goals)
- E. Demonstrate the ability to interpret individualized case-specific information, make appropriate diagnosis, develop treatment plans, and skillfully implement them in the therapeutic relationship. (Case Presentation Conceptualization)
- F. Evaluate and discuss clinical learning experiences under supervision and advocate for persons with mental health issues. (Student Evaluation of Site Supervisor; Class Participation; Weekly Logs)
- G. Understands professional issues relevant to the treatment and practice of professional counseling from a theological perspective. (Class Participation, Reflection Paper)

### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
  - 1. Textbooks
    - American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5<sup>th</sup> ed.). Washington, DC: APA. ISBN: 978-0-89042-554-1
    - Meier, S. T. & Davis, S. R. (2011). *The elements of counseling* (8<sup>th</sup> ed.). Belmont, CA: Brooks/Cole. ISBN: 9781478638506
    - Johnson, S. L. (2018). *Therapist's Guide to Clinical Intervention: The 1-2-3's of Treatment Planning* (3<sup>rd</sup> ed.). San Diego, CA: Elsevier Inc. ISBN: 9780128111765

Meyer, G. A. (2020). *ORU Graduate School of Theology and Ministry, Master of Arts in Professional Counseling, Graduate Counseling Practicum and Internship Site Supervisor Handbook: 2020 Edition*. Tulsa, OK: ORU Bookstore.

2. Other  
None

- B. Optional Materials
  1. Textbooks  
None
  2. Other  
None

## V. POLICIES AND PROCEDURES

### A. University Policies and Procedures

1. 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.
2. The Student Support Services, 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.

- 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**

On rare occasions, the grade of “I” may be given for work that is incomplete at the end of the course semester due to a catastrophic event.

- a. The student must establish with the instructor and the academic dean that work is incomplete for good cause and submit a Petition for Incomplete Grade, with documentation.
- b. The Petition must be submitted at least two weeks prior to the end of the semester or summer course session, not exam week.**
- c. The submission of a petition does not automatically ensure the granting of an Incomplete.**
- d. The petition must be approved by the academic committee of the Graduate School of Theology and Ministry.
- e. It is the responsibility of the student to initiate the petition, make up any incomplete work, and submit a completed Request for Grade Change form (which has been signed by the course professor) to the academic office.
- f. If the work is not completed by the end of the subsequent semester, the incomplete will automatically convert to an “F,” unless an extension is formally granted.

C. Course Policies and Procedures

1. Evaluation Procedures

Grading:

Class Discussion, Participation & Professionalism	10 points
Case Presentation Conceptualization	10 points
Audio / Video Presentation	10 points
Weekly Experience Logs	10 points
Reflection Paper	10 points
Professional Growth Goals	10 points
Practicum/Internship Forms Packet – Total	10 points
• Student Handbook Acknowledgement Form	
• Student Agreement for Practicum	
• Verification of Placement	
• Individual Learning Contract	
• Record of Supervised Experience	
Evaluation Forms – Total	30 points
• Site Supervisor’s Evaluation of Student	
• Student Evaluation of Site Supervision	

Total: 100 points

Grading Scale:

A=100-90  
 B=89-80  
 C=79-70  
 D=69-60  
 F=Below 60

2. Whole Person Assessment Requirements
 

Whole Person Assessment requirements for this course:  
None
3. Other Policies and/or Procedures
  - a. The Professional Counseling Practicum and Internship Program guidelines, agreements, evaluations, and responsibilities are thoroughly outlined in the *GSTM Counseling Practicum and Internship Student Handbook* and the *GSTM Site Practicum and Internship Supervisor Handbook*. (3.R) These handbooks and the *Graduate Counseling Program Handbook* outline the specific field experience requirements for each degree offered in the Professional Counseling Program: Professional Counseling (LPC), Marriage and Family Counseling (LMFT), and Addictions Counseling (LADC)
  - b. **CACREP 2016 Standards:** In order to complete the practicum experience, students must complete 100 clock hours of supervised counseling practicum in roles and settings with clients relevant to their specialty area. Practicum students complete at least 40 clock hours of direct service (3.F, 3.G).
  - c. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship. (3.A)
  - d. **Counseling Practicum:** Over the length of the semester, interns experience a more complex variety of counseling and professional activities including leading groups, record keeping, assessment instruments, supervision, information & referral, in-service and staff meetings.
    - (1) Students complete supervised counseling practicum experiences that total a minimum of **100 clock hours** over a full academic term that is a minimum of 10 weeks (3.F).
    - (2) Practicum students complete at least **40 clock hours of direct service** with actual clients that contributes to the development of counseling skills (3.G).
    - (3) **Site Supervision:** Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement (3.H).
    - (4) **Class Group Supervision:** Practicum students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member (3.I).
  - e. Responsibilities of the student intern:
    - (1) **Verify that all prerequisites have been completed** and the student is eligible for placement in practicum by submitting signed copy of approved **Application to Practicum and Internship Program** forms. Due the first week of the semester.

- (2) Verify approved signed copies of **Student Agreement for Practicum and Internship**, and **Practicum Individual Learning Contract** forms are in student's file. Upload copies of each on D2L. Due first week of class.
- (3) If for a pre-approved reason, the site has changed prior to the semester, take responsibility for making initial contacts for placement; obtain final approval from faculty Internship Coordinator prior to accepting any placement offer
- (4) After receiving approval of the practicum site, complete **Verification of Placement**, available on Class Pages and D2L. Due immediately upon acceptance or placement.
- (5) In conjunction with the site practicum supervisor, develop **Professional Growth Goals** intended to be met during the practicum experience. This document includes stating means of verification of attainment, is signed by both supervisor and student, and must be submitted to the faculty practicum supervisor within three weeks of the beginning of the practicum experience.
- (6) **Audio/Video** recordings or live supervision of interaction with clients are submitted throughout the semester. (3.B)
- (7) **Weekly Record of Experience and Evaluation Log:** Complete and upload to D2L. Submit all original signed hard copies to the to the faculty Group Practicum Supervisor by the end of the semester along with a **Cummulative Record of Supervised Experience Log** form. Include evidence of leading or co-facilitating groups on weekly logs. (3.E)
- (8) **Evaluations: Meet personally with the counseling practicum site supervisor** weekly and at the conclusion of the internship for to discuss the training experience and progress toward the attainment of professional and personal development. (3.C)
- (9) **Reflection Paper:** Submit a reflection paper of your process of learning professional issues relevant to the treatment and practice of professional counseling from a theological perspective. APA formatting is required.
- (10) **Write a Case Presentation Conceptualization** from a client you have worked with during your internship, using your theory of choice from among those included in the text, that includes the following information and categories:
  - (a) Background and case history information
  - (b) Assessments administered
  - (c) Treatment plan goals
  - (d) Theoretical Approach
  - (e) Counseling techniques and methods utilized
  - (f) DSM-5 Classification and Criteria
  - (g) Therapeutic outcomes
  - (h) Summary
  - (i) Recommendations etc.
- (11) **Note: A grade of F is given for the course if the above requirements are not met as indicated.**

f. **Supervision and Practicum Sites:**

Locating an appropriate internship site is a joint responsibility between the prospective intern and the ORU Practicum Group Supervisor. It is expected that students continue their internship experience at the same site they completed practicum. Any change of location must be discussed and approved by the practicum supervisor and coordinator.

- (1) **Background Check:** Students are required to complete a background check prior to site attendance and according to School of Theology guidelines. Forms for this procedure may be obtained in the associate dean's office.
- (2) **Supervisor Qualifications and Requirements:**
  - (a) A licensed professional counselor (LPC), licensed marital and family therapist (LFMT), licensed psychologist, licensed clinical social worker (LCSW), licensed alcohol and drug counselor (LADC), or other qualified, master's or doctoral level personnel as agreed upon by the site and by the instructor.
  - (b) Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. (3.P)
  - (c) Each site supervisor is expected to meet with the student one hour weekly for individual and/or triadic supervision. (3.L)
  - (d) Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors. (3.Q)
  - (e) Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. (3.R)
  - (f) **Site Supervisor's Evaluation of Student Counselor's Performance:** At the conclusion of the practicum, the site supervisor submits a completed practicum evaluation form to the ORU practicum faculty supervisor. The intern is evaluated on the basis of counseling competencies as determined by the American Counseling Association. Each student is also evaluated as to the ability to accomplish established personal and professional growth goals. The intern is also required to evaluate their training experience by completing the **Student Evaluation of Site Supervisor and Site** at the end of the semester. (3.C)
- (3) **Students are responsible for the timely completion and return of all forms and evaluations required for successful completion of the practicum.**

g. Instructor: Greg A. Meyer, Ph.D., [gmeyer@oru.edu](mailto:gmeyer@oru.edu)  
Or Veronica Clyburn, Ph.D(c) [vclyburn@oru.edu](mailto:vclyburn@oru.edu)

## VI. COURSE CALENDAR

<b>Week</b>	<b>Assignment</b>	<b>Documents Due</b>
1	Introduction/Overview	
2	Site Discussion/ Orientation/ Supervision focus	<b>Initial Forms Due</b>
3	Supervision Lecture	
4	Book Discussion	
5	Book Discussion	<b>Professional Growth Goals Due</b>
6	Site Discussion, Video/Audio Presentation, Book Discussion	
7	Site Discussion, Video/Audio Presentation, Book Discussion	<b>Case Conceptualization Due</b>
8	Site Discussion, Video/Audio Presentation, Book Discussion	
9	Site Discussion, Video/Audio Presentation, Book Discussion	<b>Reflection Paper Due</b>
10	Site Discussion, Video/Audio Presentation	<b>Final Paperwork Due: Evaluations &amp; Logs</b>



**Inventory for Student Learning Outcomes  
Graduate School of Theology and Ministry  
M. A. Christian Counseling  
Summer 2021**

**GCSL 763 Counseling Practicum**

**Dr. Greg Meyer or Prof Veronica Clyburn, Instructor**

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.

<b>DEGREE PROGRAM OUTCOMES</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Professional Counseling Orientation and Ethical Practice</b>				
Comprehend the philosophy, history, and trends of the counseling profession, especially its legal and ethical dimensions.		x		
<b>Social and Cultural Diversity</b>				
Develop the competencies necessary for effective counseling with diverse populations		x		
<b>Human Growth and Development</b>				
Understand the dimensions of human development and the impact of crises and addictive behaviors		x		
<b>Career Development</b>				
Achieve vocational clarity and the skills necessary to assist clients in making career decisions				x
<b>Counseling and Helping Relationships</b>				
Exhibit the competencies for developing therapeutic relationships and facilitating the counseling process	x			
<b>Group Counseling and Group Work</b>				
Demonstrate the knowledge and skills necessary to facilitate group counseling			x	
<b>Assessment and Testing</b>				
Conduct a thorough assessment process and produce accurate diagnoses		x		
<b>Research and Program Evaluation</b>				
Apply basic research skills and methodologies to critically evaluate programs, research findings, and Empirically Supported Treatments (EST)				x
<b>Professional Counseling Concentration</b>				
Develop a theoretical framework and familiarity with various counseling models				x
<b>Marriage and Family Therapy Concentration</b>				
Develop a systemic perspective and familiarity with various models of marriage, couple, and family counseling			x	
<b>Addictions Counseling Concentration</b>				
			x	
<b>Professional Practice</b>				
Cultivate theoretical understandings and practical skills in a professional setting	x			
<b>Professional Identity Development</b>				
Demonstrate in writing the ability to synthesize the essential elements of clinical experience emphasizing a self-reflective, integrative approach to counseling involving theological, theoretical, and research perspectives				x
<b>Personal and Spiritual Formation</b>				
Demonstrate the capacity to theologically reflect on personal and professional experiences				x
Articulate a biblical/theological understanding of the person, work, and ministry of the Holy Spirit				x
Articulate clearly their ministry/professional callings				x