Days and Time of Meeting: M (3:30-4:30 P.M.)
Place of Meeting: Cook 306
Professor: Dr. Gerald D. Jennings
E-mail address: iennings@berry.edu
Office Telephone 290-2665

Office Location: 330 Cook Office
Hours: M 2:00-3:30
T 8:30-9:30, 10:45-12:30, 2-4
H 8:30-9:30, 10:45-12:30, 2-4

COURSE DESCRIPTION
This course will include analysis and development of counseling skills. Counseling theories designed to foster personal growth are discussed. The practicum experience with a human service agency is required.

PREREQUISITE COURSES: PSY 101 and PSY 315

SEMESTER HOURS' CREDIT: 3 credit hours 1-4-3

TEXT:
The Elements of Counseling, Meier, 7th ed.

PURPOSE OF THE COURSE:

This course is designed as a follow-up to Counseling Theory (PSY 315) by providing the student the opportunity to apply counseling skills in a field setting. Class will meet once a week to review student activities in the field setting and to reflect on the use of counseling skills.

STUDENT LEARNING OUTCOMES:

1. To review specific aspects assessing client concerns.
2. To experience applications of counseling theories in class discussions and in a field experience setting.
3. To become a part of a support group that assists one another in the development of counseling skills.

ASSESSMENT MEASURES:

As a result of participation in the Counseling Practice course, the student will:
- observe counseling in an applied field setting and report on experiences in log and in class discussions. (SLO 1 and 2) - Field Experience Log/Class Presentation
- develop his/her own counseling skills (SLO 1 and 2) - Field Experience
- experience a support group that emphasizes exploring and building counseling skills (SLO 3) - Class Attendance and Meier Report

EVALUATION COMPONENTS AND GRADING SCALES:

Attendance & Class Participation 15%
Exams 20%
Field Experience Log and Reading 50%
Student Report/Field Supervisor Evaluation 15%
TOTAL 100%
Criterion Referenced Grading System

Grading Scale:
A  100-93  C+  79-76
A-  90-92  C  75-73
B+  89-86  C-  72-70
B  85-83  D+  69-65
B-  82-80  D  65-60
F  Under 60%

METHODS OF INSTRUCTION:

This course will be a discussion based supervisory review of the student's field experiences. Students will share experiences in the field setting and will review counseling elements related to their field placement.

ATTENDANCE POLICY:

Because this is a course where students are placed in a field setting and supervision of this experience is provided by the college instructor, attendance at weekly supervisory sessions is mandatory! In spite of this, unusual circumstances do arise in all of our lives that necessitate a class absence. When this occurs, the student must consult with the instructor prior to the absence. When prior approval is obtained, student and instructor will schedule an alternative supervisory session.

ACADEMIC INTEGRITY:

Academic integrity is the foundation of college life and experience at Berry. All members of the Berry College community are responsible for working together to establish and uphold an environment conducive to honorable academic endeavor.

In no case will academic dishonesty be tolerated. A complete definition of "academic dishonesty" may be found in the Viking Code. In the event a faculty member suspects that an instance of academic dishonesty, the faculty member should:

Discuss the suspected infraction directly with the student(s) involved. At the faculty member's or student's discretion, the school dean, department chair or a faculty colleague may be present during this discussion as a witness.
Make copies of relevant materials before returning them to the student(s) for any approved amendment or revision.
Discuss the suspected infraction and the documented evidence with the department chair, dean or a colleague if collegial advice is desired. In all cases, the privacy of the student(s) involved must be protected.
Make a decision based on the evidence and determine appropriate sanctions; sanctions may include warning the student, or reducing an assignment, exam, or course grade; if sanctions are imposed, discuss these and the appeals process with the student.
If a student is found to have violated academic integrity policy, notify the Provost (or Associate Provost) in writing. This document should include: information about the course, the faculty involved, and the student(s) involved; the time and date of the incident, and a description of the incident and any evidence that indicates an infraction of academic integrity; any sanctions imposed by the faculty member in response to this incident; and a confirmation that the faculty member has discussed with the student the incident, any sanctions imposed, and the student's right to appeal the faculty member's decision.
Students sanctioned for violating academic integrity policy may not withdraw from the class with a "W". Students may appeal faculty decisions to a subcommittee of Academic Council through the provost.

SPECIAL REQUIREMENTS:

1. Log:

   The student will maintain a log of experiences in the field setting which will include the following:

   A. A summary of daily activities including what happened, personal reactions, and discussion of counseling theory. Date and hours attended will be included for each entry.

   B. An annotated bibliography of at least 10 sources related to the field experience.

   The logs will be submitted to the instructor at mid-term (March 2nd and on April 27th).

2. Field Experience Final Report will include the following five elements:

   1. The setting - review the agency-organization/mission/governance/funding
   2. What did you do?
   3. What did you read?
   4. What did you learn?
   5. Integration of field experiences with relevant elements of counseling theory/elements of counseling

STUDENTS WITH DISABILITIES:

Students with disabilities who believe that they may need accommodation in this course are encouraged to contact the Academic Support Center in Krannert Center, Room 330 (Ext. 4080) as soon as possible to ensure that such accommodations are implemented in a timely fashion.

SCHEDULE OF CLASS SESSIONS:

January 12  Personal Introductions
            Introduction to the Course
            Field Experience Discussion
            Confidentiality

January 19  No Class- MLK Holiday

January 26  Counseling Process
            Field Experience Discussion

February 2  Counseling Process
            Field Experience Discussion
February 9  Counseling Process  
Field Experience Discussion

February 16  Self-Exploration  
Field Experience Discussion

February 23  Self Exploration (Continued)

March 2  Exam / Logs Due

March 9  SPRING BREAK!!!

March 16  Mistaken Assumptions  
Field Experience Discussion

March 23  Important Topics

March 30  Special Issues – Know Thyself

April 6,13,20  Field Experience Reports

April 27  Take Home Exam Due  
Logs Due

READING LIST:

Counseling: A Comprehensive Profession, Samuel Gladding, 7th Edition


The Counseling: Dictionary: Gladding, Samuel; Prentice - Hall, 2001


The purpose of this course is to follow PSY 315, Counseling Theory with a field based practicum course enabling the student to observe and experience the application of various counseling/personnel approaches. Each student selects a community agency for the counseling experience. Area business/industry, Floyd Behavioral Health; Three Rivers Behavioral Health, Substance Abuse Center; Public Schools; Juvenile Courts; Offender Rehabilitation/Victim Witness; Floyd Medical Center; Vocational Rehabilitation; Department of Family and Children's Services; Nursing Home; Senior Center; Psychoeducational Center; Open Door Home; Community Treatment Center; Hospitality House; and Family Resource Center are among alternatives available for student practicums. The student will be required to schedule four hours a week in the field setting for a total of 60 hours in the semester. Hours will be established by the student and field supervisor based on the needs and requirements of the agency/industry and on the student's schedule. The student will meet in class for one hour a week with the college instructor. The purpose of this class meeting will be to discuss field experiences and to review significant aspects of the helping relationship.

The field experience should include an overview of the services of the agency/industry to which the student is assigned. The student will be assigned to a practitioner in the agency setting and will observe the individual as he/she fulfills his/her role in the organization. At the same time, the student will participate in any necessary training programs within the agency setting. When appropriate, the student will be given increasing responsibility within the agency to fulfill the responsibilities in the helping role. Supervision will be given by both agency and college instructor. Agency personnel will suggest reading materials for the student to assist the student in more completely understanding clients and procedures utilized in the field setting. At the end of the field experience, the field supervisor will be asked to complete an evaluation of the student for the college instructor.

The student will be required to maintain a log detailing experiences and reactions. Individual names will not be utilized, thereby maintaining confidentiality. The student will also complete an annotated bibliography of readings relevant to the field placement.