

CEPD 6187**PRACTICUM: SCHOOL COUNSELING**

Semester Hours:

Semester/Year:

Instructor:

Office Location:

Office Hours:

E-mail:

Telephone:

Fax:

COURSE DESCRIPTION

Prerequisites: CEPD 6131, 6140, CEPD 6160 and consent of department.

This course emphasizes supervision of individual and group counseling and guidance conducted in field settings. Special attention is paid to the development of skills, interventions, and brokering of services. The foundation for the course is brief counseling approaches. A return to campus for individual supervision is a requirement of the course. A minimum of 100 hours is required.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, and lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluation existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors are identified for each objective. Class activities and assessments

that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. participate as a professional counselor under supervision in an approved school practicum setting for a minimum of 100 clock hours which includes 40 hours of direct services with clients to develop individual and group counseling skills particularly using the Solution Focused Brief Counseling approach (Murphy, 1997; Sklare, 2005)
(Knowledgeable; CACREP III.G, G.1, 2, 3);
2. demonstrate the ability to initiate, maintain and terminate counseling relationships with clients (Murphy, 1997; Sklare, 2005)
(Knowledgeable; CACREP II.K 5.b; CACREP III.G);
3. demonstrate the ability to develop and present case conceptualization of clients (Murphy, 1997; Sklare, 2005)
(Knowledgeable; Decision makers; Adaptive; CACREP II.K.5.b);
4. demonstrate the use of appropriate brief counseling techniques according to the presenting problem of clients (Murphy, 1997; Sklare, 2005)
(Decision makers; Adaptive; Knowledgeable; CACREP II.K.5.c);
5. develop and refine their personal theory of counseling and demonstrate behavior, which is consistent with their theory (Murphy, 1997; Sklare, 2005)
(Knowledgeable; Reflective; CACREP II.K.5.c);
6. demonstrate the ability to identify alternative appropriate interventions to address the academic needs, the career preparedness, and the social emotional, and cultural needs of the client (Murphy, 1997; Sklare, 2005)
(Culturally sensitive; CACREP SC-C.2.a, b);
7. demonstrate the ability to assess and identify professional counseling strengths and limitations (Baird, 1996; Boylan, Malley & Scott, 1995)
(Knowledgeable; Reflective; CACREP II.K.5.a, b; CACREP SC-C.3.a)
8. demonstrate awareness of alternative resources for brokering of services, including building and maintaining effective teamwork within the school and larger community (Baird, 1996; Young, 1998; Sklare, 1997)
(Knowledgeable; CACREP II.K.1.b, g; CACREP SC-C.3.a)
9. demonstrate the ability to give and receive constructive feedback in supervision (Egan, 1994; Young, 1998)

(*Reflective; CACREP III.G.2, 3*)

10. demonstrate the knowledge and practice of legal and ethical behaviors for school counselors (American Counseling Association, 1995; American School Counseling Association, 1992; Faiver, Eisengart, & Colonna, 1995) (*Leaders; Knowledgeable; Reflective; CACREP II.K.3.e; CACREP SC-A.11*)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:

- American Counseling Association. (2005). *Code of ethical and standards of practice (Revised)*. ACA: Alexandria, VA.
- American School Counseling Association. (2004). *Ethical standards for school counselors*. ASCA.
- Murphy, J. J. (1997). *Solution-focused counseling in middle and high schools*. Upper Saddle River, NJ: Prentice Hall/ American School Counselor Association.
- School counseling practicum and internship handbook (current ed.)*. Carrollton, GA: Department of Counseling and Educational Psychology.

References:

- Sklare, G. B. (2005) *Brief counseling that works: A solution-focused approach for school counselors*. Thousand Oaks, CA: Corwin Press, Inc.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework: The focus of this course is on the development of guidance and counseling skills under the supervision of a university supervisor and a site supervisor. Additionally, counselors-in-training (CITs) learn appropriate interventions through researching student/client issues, develop sensitivity to the cultural differences of students/clients, and learn the appropriate protocol for brokering of services, when necessary. Brief counseling skills that have been previously learned through coursework and application in our lab will be used throughout the Practicum experience. The overall evaluation of this course is structured so that assignments cover the main objectives of the course. At the completion of this course, students will have demonstrated achievement in the areas of *decision making*: At the completion of this course, students will have demonstrated achievement in the areas of *decision making*: utilizing a weekly log so that appropriate documentation of the requirements of the course and their own personal goals are completed, making decisions about the direction of their counseling with clients in individual and group counseling, and guidance, presenting a case study on a client of their choice, choosing which cases to spend the majority of the time in supervision so that student/client issues are attended to (**Assignments 1, 2, 3, 4, 5, 6, 9**); *leadership*: taking responsibilities for the tasks assigned to them within their goal statements, providing appropriate feedback during individual and group supervision, taking charge of the appropriate material for the case study presentation (**Assignments 2, 3, 4, 5**); being

adaptive: making changes to the goal statements as deemed appropriate by their supervisors so that the needs of the site are met as well as those of the students, making changes to the treatment plan for the client/student in the case study as a result of suggestions from supervisors and peers (**Assignments 2, 3, 4, 10**); *cultural sensitivity*: working with the site supervisor so that the CITs experiences at the site reflect the diverse needs of the client population at the site, presenting a case study addressing the diversity of the client/student, demonstrating appropriate diversity issues that were addressed (**Assignments 2, 3, 4, 5**); *knowledge*: demonstrating research on the assigned topic, demonstrating knowledge of the issues as presented in the case study demonstrating research on the topics relevant to client issues, documenting research and the manner in which diversity issues were addressed in individual and group counseling sessions and in guidance lessons, participating in individual and group supervision in a knowledgeable manner and providing feedback from their knowledge base (**Assignments 2, 3, 4**); and *reflection*: reflecting on their personal growth at both a mid- and final point in the Practicum experience, pondering the acceptance of individual and group feedback during supervision, refining the details of the case study presentation before bringing it to the supervisor and peers for discussion, reflecting on personal involvement in the Practicum experience as documented by paper work, reflecting on the best way to meet site responsibilities so that both the CIT and the site meet success (**Assignments 2, 3, 4, 5, 7, 8, 9**).

Assignments:

1. **Document** the minimum hourly requirements for the completion of practicum as outlined in the *School Counseling Practicum and Internship Handbook*. Maintain a **counseling log** of all activities each week.

Course Objective: 1-10

The minimum required hours are as follows:

a. Direct service with clients/students (including experience in individual counseling and group work)	40 hrs.
b. Indirect services at the school	22.5 hrs.
c. Individual and/or triadic supervision w/faculty supervisor*	15 hrs.
d. Group supervision (practicum class)*	22.5 hrs.
Total hours	100 hrs.

****School Counseling Students are expected to participate in a minimum of 1 hour of on-site supervision per week over and above the required 100 total hours.****

2. **Direct Service.** Maintain 3-4 client contact hours per week at the site to obtain your 40 hours of direct service in individual and group counseling. You are expected to begin the first week of class and continue through the final week of class to acquire hours. Record as many of the sessions as possible. **Professional self-disclosure statements** must be provided to parents/guardians along **with**

permission to tape forms for signature. Signed permission to tape forms must be obtained before recording a session.

Course Objectives: 1, 2, 3, 9

3. **Individual Supervision** – 1 hour weekly with university supervisor.

Bring one tape of an individual counseling session to individual supervision each week (15 tapes) with the corresponding session summary. Also, submit copies of weekly log and all session summaries for the week at the individual supervision session. The supervisor and the practicum student will listen to the tape together and discuss the skill level of the student. Critique and feedback will be provided. Also, during this time students will discuss personal counseling goals and other general concerns. You are asked to meet weekly with your on-site supervisor in addition to your university supervisor.

Course Objectives: 1, 2, 3, 8, 9

4. **Group Supervision** – 1½ hours weekly.

Students will meet in a small group for 1 1/2 hours each week with the practicum instructor. During this time a variety of activities will occur, including discussion of on-site issues, presentations on Brief Counseling Model, case presentations with tape review, discussion of ethical issues, and peer supervision (critique and feedback). **Be prepared** to discuss issues, concerns, and other pertinent topics related to your field experience. **Bring tapes and tape player** to group supervision for **case presentation** on date assigned. **Bring tapes and tape player/recorder** each session for **peer review and critique**. Prepare and present an assigned portion of the Brief Counseling Model on an assigned date.

Course Objectives: 1, 3, 5, 6, 7, 8, 9

5. **Present 1 Case Study** using the guidelines of a separate handout. Characterize your client using a videotaped clip of a recent session.

Course Objectives: 1, 3, 4

6. Become aware of and follow all relevant guidelines at the site as required by the policies of that site, all university guidelines as outlined in the practicum and internship handbook and this syllabus, and comply with the ethical standards of ASCA and ACA and all pertinent legal codes.

Course Objectives: 1, 8, 9, 10

7. Submit a **mid-term self-evaluation** of professional development during the first half of the practicum. Your on-site supervisor may be asked to provide a mid-term **evaluation** and the practicum supervisor may conduct a site visit.

Course Objectives: 7

8. Submit a **final self-evaluation** of professional growth and development over the course of the term. Compare with your goal practicum statement completed at the

beginning of the term. Also, your on-site supervisor will be asked to complete a final evaluation.

Course Objective: 7

- 9. Goal Practicum Statement** - Students will submit a typed, one to two-page assessment of their present counseling skills at the beginning of the semester. This should include beginning theoretical orientation, counseling style, strengths, difficult client problem areas that they are concerned about or that they struggle with, ability to work as a team member in the school and larger community, and areas of needed development.

Course Objectives: 3, 5, 7, 8

Evaluation Procedures:

Grading will be done on a Satisfactory or Unsatisfactory basis. Therefore, students will be encouraged to focus on their professional development. The mid-term and final evaluation session will focus on the development of skills over the course of the semester and can be used as a barometer of the student's progress throughout the course.

Successful completion of the course requirements, the on-site supervisor's evaluation, and evidence of professional development will serve as the basis for the final grade. It is the student's responsibility to have presented throughout the semester specific data representative of his/her work.

Grading Policy:

A grade of S (satisfactory) or U (unsatisfactory) will be earned based on successful fulfillment of all course requirements and demonstration of adequate counseling skills as judged by the supervisor.

Class Policies:

Attendance at Individual Supervision and Group Supervision are **requirements** for completion of this course. Individual supervision may require your attendance at a time during the week other than your group supervision day. Your supervisor will arrange the day and time with you. Since the format is largely experiential, it is not possible to "make up" the experiences of demonstration, discussion, and feedback done in class. During class, relevant questions, pertinent comments, and appropriate risk taking are welcomed and encouraged. Students are expected to attend punctually all scheduled sessions in the courses for which they are registered and are responsible for completing the work from all class sessions.

Students should discuss absences with the instructor prior to the absence, if possible. Attendance and tardiness will affect the final grade. **If unforeseen circumstances prohibit your attendance, you must arrange to rearrange the supervision time in an agreed upon manner with your faculty supervisor.**

*Attendance will be taken every class meeting. You are responsible for all information and changes in the course content that may occur in your absence. **Communication from Instructor to student will take place through your myuwg web page.** All assignments will be due at the beginning of class on the schedule due date. No email submissions will be accepted. No make-up tests will be allowed. Tardiness to class will not be tolerated and will result in a reduction of points from your final grade. **

** NOTE: italicized statements at discretion of instructor*

Opportunities for extra credit may/may not be provided for this class. Work completed for another class is not acceptable for this class.

Disability Policy

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disability Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services: www.westga.edu/~dserve/

CLASS OUTLINE

- Week 1 Overview (Syllabus); Review all requirements and procedures for group and individual supervision. Sign up for presentations; Begin review of ACA Code of Ethics and Standards of Practice. Set Individual supervision weekly schedule. Assign Practicum Goal Statement. Assign Brief Counseling chapter presentations.
- Week 2 Discussion of initial impressions and/or concerns related to on-site placement or experience; ACA Code of Ethics and Standards of Practice
- Turn in Practicum Goal Statement**
- Begin Individual Supervision this week in addition to group supervision.**
- Week 3 Be prepared for Peer review and critique of taped sessions with tapes
- Week 4 Be prepared for Peer review and critique of taped sessions with tapes
- Week 5 Be prepared for Peer review and critique of taped sessions with tapes
- Week 6 Be prepared for Peer review and critique of taped sessions with tapes
- Week 7 Be prepared for Peer review and critique of taped sessions with tapes
- Send forms to supervisors and prepare to self-evaluate in two weeks.**
- Week 8 Be prepared for Peer review and critique of taped sessions with tapes
- Week 9 Be prepared for Peer review and critique of taped sessions with tapes
- Mid-term self-evaluations due**
- Week 10 Be prepared for Peer review and critique of taped sessions with tapes
- Week 11 **Holiday**
- Week 12 Be prepared for Peer review and critique of taped sessions with tapes
- Week 13 Prepare for final evaluation.
Make sure site supervisors have final evaluation forms.
- Week 14 Be prepared for Peer review and critique of taped sessions with tapes
- Week 15 Be prepared for Peer review and critique of taped sessions with tapes

Week 16 Be prepared for Peer review and critique of taped sessions with tapes
Turn in final evaluations and paperwork

Week 17 Will meet if need be to finalize paperwork and supervision

Methods of Instruction

Instruction in this course is delivered through the use of class discussion, readings, brief practice in assessment and counseling skills, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities, student presentations, case studies, laboratory experiences, role plays, individual and/or group supervision, guest speakers, library resources, shadowing/observation at the school site, and an evaluation of guidance activities.

ACADEMIC HONESTY POLICY STATEMENT

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Graduate Catalog.