

THE UNIVERSITY OF MARYLAND

EDCP 619S (Practicum)

Fall 2001

This is the “Program Practicum.” It is run concurrently with your internship experience. It is intended to prepare the counselor-trainee for the internship. The practicum has specific requirements and expectations beginning with shadowing your field supervisor. For the first five weeks it is necessary to observe your field supervisor in all aspects of his or her day. You will be expected to learn about the operation of a guidance and counseling program within a school setting and become knowledgeable as to how the program is incorporated into the school’s curriculum. You should meet and interact with the faculty and become a part of the school to which you are assigned. The objective of the practicum is to observe and understand what your field supervisor does on any given day.

Since your field supervisor is a busy person, it may not be possible to get immediate answers to questions you might have. It is suggested that you write your questions down as they come to you and try to schedule times that you can meet with your field supervisor and bring up your questions. Your field supervisor has been asked to set aside time to interact with you.

This is the time for you to become acquainted with the school and various school operations. You can use this time to attend team meetings, do classroom observations, meet with the administrator, attend a faculty meeting, observe classroom management methods, become familiar with the student population, learn about record-keeping, accountability, and the logistics of how a school is managed.

This will be a multiple supervised field experience. You will be supervised by both your field supervisor, at your school placement site, and through a weekly class held at the University with the professor who directs your internship program. At some point in your field experience you will be expected to produce audio tapes of individual counseling that will be critiqued by the professor in charge of your class. Your field supervisor has been made aware of this expectation.

Course Objectives

1. The practicum experience is expected to provide the counselor-trainee with the opportunity to put into practice the knowledge that has been acquired throughout the program regarding counseling and guidance skills that can be employed in a school setting.
2. The counselor-trainee is assigned to a school and to a field supervisor who is a counselor in that school. The field supervisor is responsible for site supervision and has been asked to provide you with specific training experiences.

3. Throughout the practicum, the counselor-trainee will also receive weekly faculty supervision of the activities engaged in by the counselor-trainee. This faculty supervision will take place both in small groups and individually.
4. It is expected that the counselor-trainee will gain experience in each of the following counseling functions:
 - (1) counseling children both individually and in small groups
 - (2) conducting classroom guidance lessons
 - (3) consulting with teachers and parents
 - (4) making classroom observations of students
 - (5) coordinating counseling services within and outside of the school
 - (6) the role of the school counselor when involved in team meetings
 - (7) assisting the field supervisor with the daily tasks and functions of a school counselor.
5. The counselor-trainee is expected to gain direct experience with school-aged children from a broad socio-cultural and diverse population consistent with a pluralistic society and is expected to engage in multicultural counseling.
6. The counselor-trainee is expected to gain experience working with a variety of academic, social, career, and personal problems that are characteristic of what a school counselor encounters with a school-aged population.
7. The counselor-trainee is expected to become aware of the impact that a school counselor can have on both the school and the life of the child.
8. The counselor-trainee is expected to become an active participant in the on-going counseling and guidance program within a specific school setting.

Training Objectives

The counselor-trainee is responsible for accomplishing the following:

1. Individual Counseling

- a) A minimum of ten children must be seen **for individual counseling**.
- b) There is no maximum number of students who can be seen.
A manilla folder must be developed for each child who is the recipient of individual counseling. A write-up for each student is required.
- c) At least one, but preferably two, sustaining relationships of at least four visits with the same child with session write-ups.
- d) A minimum of four students who are from a diverse ethnic or racial population must be included as counselees. These children may be counted as part of the 10 students seen for individual counseling.
- e) If possible, arrange to see one or more students who have been identified as having a handicapping condition.

2. Group Counseling

- a) Observe the field supervisor conducting group counseling.
- b) Co-lead one or more groups with your field supervisor prior to leading a group. Prepare a summary statement after each group experience.
- c) Arrange to lead at least two groups for a minimum of six sessions and preferably one eight session group. Prepare a summary statement after each group experience.

3. Group Guidance

- a) Observe the field supervisor making a classroom guidance presentation.
- b) Conduct a minimum of three classroom guidance programs with a lesson plan and write-up for each program.

4. Consultation

- a) Have a minimum of two conferences with two different teachers. Prepare a write-up for each conference.
- b) Try to conduct two parent conferences, preferably with both parents present. Prepare a write-up after each parent conference.

5. Classroom Observations

A minimum of three classroom observations in which you are observing a specific student. Prepare and submit a report on each classroom observation.

6. Case Conferences

Attend a minimum of three case conferences (EMT, IEP, SARD, etc.) Prepare a summary write-up after each conference.

7. Interview with the Principal

If possible, meet with the Principal or Vice Principal to discuss the administrator's views concerning the role of a school counselor.

Individual and group counseling sessions should be representative of the age and grade span within your school setting. Do not focus on a narrow age/grade span. You are encouraged to see an equal number of males and females. One of the students you see as a sustaining case will be presented to the class in the form of a twenty minute case presentation. The format for this presentation will be given to you in class. Progress reports on all children that you are seeing will be made in class from time to time.

Prepare a separate manila folder for each child you see individually. In the folder, include the completed standard form that addresses the source of the referral, the reason you saw the student, what you learned about the student, what you did with the student, and any recommendations you made. **USE ONLY THE FIRST NAME OF THE STUDENT. DO NOT USE THE LAST NAMES OF STUDENTS. DO NOT IDENTIFY TEACHERS, PARENTS, OR OTHER PERSONNEL BY NAME.**

Audio taping is essential and should be done as often as possible, even though all tapes will not be presented in class. Before presenting the tape, you should have listened to the tape and critiqued it prior to class. However, taping should never jeopardize either the counseling or the counseling relationship. The most important consideration is the child who is being counseled. Yes, for your counseling skills to be critiqued, audio tapes must be presented. If, for some reason, a child cannot be taped, discussion your counselee is still possible, but evaluating your counseling skills would be limited. Since you will be needing a letter of reference from your professor when you apply for a counseling position, it is imperative that your professor has heard you counsel. Be sure to check your equipment prior to any taping and try to make the taping process as innocuous as possible. The volume should be sufficient to be heard. Do not put two students' counseling sessions on one side of a tape. (I bring a standard audio recorder to class so you need only bring the tape. No mini-tape recorders, please.)

We are aware that you are a beginning counselor and we do not expect that you will have advanced skills. Perfection in counseling does not exist. Just do your best and regard each counseling session as a learning experience for you. The critique you receive from both your field supervisor and professor will be constructive not destructive criticism. We want you to improve and refine your skills. Comments made about your counseling skill should be viewed as helpful suggestions, not critical reflections of you.

If permission slips need to be signed by a parent or guardian, be sure this is done prior to seeing the child. Also, when working with a group, be sure that you have screened each student who becomes a member of a group.

Textbooks Assigned

No textbook is required for this course. However, you are expected to use and expand your personal library seeking out professional texts dealing with situations you encounter. For example, if you are seeing a child who has been diagnosed as being autistic, you would be expected to research the literature on all aspects of autism, focusing on treatment strategies. You are encouraged to add resource texts to your personal library.

Special Needs

Counselor-trainee's for whom special accommodations are necessary should contact me and discuss these needs as soon as possible.

Sexual Harassment

In accordance with the UMCP policy and both State and Federal laws, any and all forms of sexual harassment on the part of faculty or class members, including unwanted sexual advances or physical contact, is prohibited. Any student who feels this policy has been violated should privately discuss this matter with an appropriate person, e.g., the Professor, academic advisor, Department Chair, or the Office of Human Relations at (301) 405-2838

Grading Policy

There are no written examinations in this course. Grades will be either an S or U. Grade determination is based upon:

- 1. completion of all course requirements/expectations.**
- 2. the apparent effectiveness of counseling interviews and guidance activities based upon tapes and/or classroom presentations.**
- 3. the quality of reports turned in. (Very important)**
- 4. the professional manner with which each counselee is approached.**
- 5. the thoroughness of the case report presented in class.**
- 6. quality classroom participation on trainee presentations.**
- 7. evaluation from your field supervisor.**
- 8. adherence to the ethical standards of the profession.**

All members of the class will be scheduled for private conferences during the semester. If you wish a conference, at any time and for any reason, please do not hesitate to request one.

An important point to remember. You are a representative of the University of Maryland and reflect the competency and professionalism of the Department of Counseling and Personnel Services. As such, you are expected to conduct yourself in an appropriate manner and look, as well as act, professionally.

Your professor will read and respond to the contents of the folders that you prepare for each student you see. Bring the folders of the students you have seen or wish to discuss to class. For security reasons, folders should be carefully guarded at all times. At the last class meeting, all folders are to be turned in. Folders may be picked up when they have been read and recorded. (One week after the semester has ended.) When the course is over and folders have been returned, even though all reference to names have been omitted, the contents of these folders must be destroyed, unless there appears to be a valid reason for keeping them. (This should be discussed with me.) All tapes must be erased. They should be erased after they have been presented in class. In keeping with the ethics of your profession, confidentiality must be maintained. This means that counselees' should not be discussed with anyone other than your field supervisor, the teacher with whom you may be consulting, the school principal, your professor, or members of the practicum class.

The practicum is viewed as the most significant part of your training. We are vitally concerned that this will be a good learning experience for you and we are here to assist in any way we can.

You are expected to work closely with your field supervisor, who has a copy of this syllabus. At the end of the semester, your field supervisor will be asked to evaluate your performance. We will also be in contact with your field supervisor.

You are expected to be in your placement a minimum of 20 hours a week throughout the semester and adhere to the attendance schedule of both the school system and the University. The specific times you are in the school should be worked out between you and your field supervisor.

Summary of Experiences/Expectations:

Individual counseling: Minimum of 10 different students with write-ups

Sustaining relationships: (One and preferably two)

Counseling with students from a diverse population (4)

Counseling a child with a handicapping conditions (One or more)

Group counseling

Observe field supervisor conduct group counseling

Co-lead first with supervisor

Lead three different groups of six to eight sessions

Group Guidance

Three classroom presentations with write-ups

Consultation

Teachers: Two conferences with two different teachers with write-ups

Parents: Two conferences with two different parents with write-ups

Classroom observations

Three classroom observations

Interview with Principal/Vice Principal