

EDCP619 D 0101: PRACTICUM FOR SCHOOL COUNSELING

1. COURSE INSTRUCTOR

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2. COURSE TIME, LOCATION, & OFFICE HOURS

Class Meeting Time: Wednesday, 4:15 PM -7:00 PM, Room 1103, Knight Building

Office Hours: By appointment

Canvas Course website for instructional materials

3. COURSE DESCRIPTIVES AND OBJECTIVES

PRACTICUM DESCRIPTION

The Practicum in School Counseling course is designed to provide students in counseling with their first client contact in a closely supervised setting. It is designed to help students begin to translate their academic understanding into actual counseling practice. The course provides the opportunity for school counseling students to build their individual, group, and school-related counseling skills and to observe and practice various strategies for functioning as effective school counselors. Students complete a pre-determined number of hours of individual and group counseling in field settings under supervision by faculty and doctoral-level Practicum Supervisors and qualified field placement site supervisors.

During the practicum, students may be involved in a wide range of counseling related activities such as individual and group counseling, collaboration, consulting, parent meetings, core curriculum delivery, writing case notes, and other direct and indirect service activities. The program requires students to complete supervised practicum experiences that total a minimum of **100 clock hours** in the school setting. The student's practicum includes the following:

1. At least **40 clock hours of direct service** with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages **one hour per week of individual and/or triadic supervision** throughout the practicum by a program faculty member, a doctoral student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of **1 1/2 hours per week of group supervision** that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.

4. The development of program-appropriate video/audio recordings for use in supervision or live supervision of the student's interactions with clients.
5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

This course meets the following competencies and objectives for CACREP accreditation:
CACREP 2009 Program Standards: Section III.f. – Professional Practice and School Counseling Standards.

1. To provide the student with practice in developing effective counseling strategies for a variety of clients/students.
2. To provide the student with practice in applying a series of skills appropriate in individual counseling, group counseling, and consultation.
3. To provide students with practice in making case presentations.
4. To provide the student with practice in evaluating his/her level of competence in performing counseling skills.
5. To provide the student with practice in determining the goals he/she wishes to accomplish as a school counselor.
6. To provide the student with the opportunity to learn a variety of counseling approaches most appropriate for specific client problems.
7. To provide the student with the opportunity to interact with a supervisor.
8. To provide the student with the opportunity to raise and resolve ethical issues when they apply to cases.
9. To provide the student with the opportunity to be an effective decision-maker when dealing with clients.

4. REQUIRED READINGS

REQUIRED TEXTS

American School Counselor Association (2012). *ASCA national model for school counseling programs* (3rd. ed.). Alexandria, VA: ASCA.

Studer, J. R., & Diambra, J. F.(2010). *A guide to practicum and internship for school counselors-in-training*. Routledge.

RECOMMENDED TEXTS

Auger, R. (Ed.). (2010). *The school counselor's mental health sourcebook: Strategies to help students succeed*. Corwin Press.

More Resources:

<https://www.counseling.org/resources/aca-code-of-ethics.pdf> : American Counseling Association. (2014). *Code of Ethics*. Alexandria, VA: Author

<https://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf> : American School Counseling Association (2010). *Ethical Standards for School Counselors*. Alexandria, VA: Author.

PROFESSIONAL LIABILITY

Students are **required** to purchase professional liability insurance and meet the necessary requirements of the school district, including fingerprinting. Students should contact ACA or ASCA to purchase insurance prior to starting their counseling contact hours in the school. Students **must** satisfy the faculty supervisor that they have purchased this professional liability insurance by providing a copy of the policy prior to starting their counseling contact.

5. STUDENT LEARNING OUTCOMES

| STUDENT LEARNING OUTCOMES | COURSE REQUIREMENTS | PROGRAM REQUIREMENT | CACREP |
|---|--|-------------------------|---------------|
| Complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 100week academic term | Logs Case presentations | CPCE Exam | Sec III. F. |
| At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. | Logs Case presentations | CPCE Exam | Sec III. F. 1 |
| Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract. | Individual supervision Logs Case presentations | Program Planning Manual | Sec III. F. 2 |
| An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor. | Group supervision | CPCE Exam | Sec III. F. 3 |

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| The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's | Case presentations | Comprehensive Exit Portfolio | Sec III. F. 4 |
| Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum. | Case presentations Log Individual supervision | CPCE Exam Comprehensive Exit Portfolio | Sec III. F. 5 |
| Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. | Individual supervision Logs Case presentations | CPCE Exam Comprehensive Exit Portfolio | School Counseling Standard D.1 |
| Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. | Individual supervision Logs Case presentations | CPCE Exam Comprehensive Exit Portfolio | School Counseling Standard D.2 |
| Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. | Discussion leader School counseling program assessment | CPCE Exam | School Counseling Standard D.3 |
| Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. | Discussion leader Individual supervision Log | CPCE Exam | School Counseling Standard D.5 |

6. COURSE ORGANIZATION

This course will be divided include (1) Student-led Discussions. (2) Case Presentations, (3) Group Discussions or Activities

- Discussion-leader:** Every student will be a discussion leader on the assigned class readings during the semester. Discussions should last 30 minutes and must be participatory. Discussion leaders will develop 2 discussion questions from class readings and prepare to lead a discussion that engages students.
- Case presentation:** Each student will be responsible for presenting two cases for group supervision during the semester. And you are asked to type a detailed case history on an on-going client and present an **abbreviated form** of this case orally in class. Please limit your presentation to 30 minutes.

3. Group Discussions or Activities: Students will discuss case studies and topics and issues relevant to practicum for school counseling.

COURSE ORGANIZATION:

Student Activities/Instructional Strategies

1. CONTACT HOURS: Each student is to meet a minimum of 40 direct contact hours. The student must meet with a minimum of 10 students/clients over the semester.
2. VIDEOTAPING/ELECTRONIC RECORDINGS: Each practicum student should submit no less than 2 videotapes/DVDs/electronic recording of student sessions. These sessions must include at least two individual counseling sessions and no more than one small group counseling session. Trainees are required to secure BOTH the client's and parent/guardian's written permission to tape the sessions in accordance with policies established by the host school and the school counseling department.

Videoclips will be watched and critiqued during individual, triadic supervision and/or group supervision. Students will select a 5-10 minute clip to show in supervision for discussion, brainstorming and critique. Please choose a clip at a point where you would find feedback valuable to your growth. ***Do not choose segments where you thought you did your best work.***

3. GROUP SUPERVISION (in class): Each student will meet in group supervision sessions of two and a half hours each. Case presentations (using the videoclips) will be presented during each of the groups. Each student will be responsible for bringing two cases for group supervision session. More details will be discussed in the first practicum meeting.

Students should complete a minimum of 2 video/taped sessions and tape critique/session summary sheets for presentation in individual and group supervision. Trainees are required to secure BOTH the student's and parent/guardian's written permission to tape the sessions in accordance with policies established by the host school and the school counseling department.

4. INDIVIDUAL SUPERVISION: In addition, each student will meet in a weekly individual or triadic supervision group at their site with their site supervisor. During individual supervision, students will play a 5-10 minute portion of a tape per week and present areas he/she wants help with in terms of understanding the client, defining the problem, enhancing his/her counseling skills, or developing a treatment plan. The student will also discuss other cases each week with their supervisor.
5. LOGS: Students should submit a practicum log to their practicum supervisors each week. Students will need to keep a running log of the dates and hours they spend at their site and ***have it signed by their on-site supervisor on a weekly basis.*** See sample in the Field Experiences Manual for how the log should be completed.

5. **FORMS:** All forms should be completed and submitted by the end of the semester to the Individual Faculty Supervisors who will file them in the students' practicum file. **See Field Experiences Handbook.**

Forms and Materials

Forms for the practicum experience include the following:

- Practicum Agreement (Appendix A)
- Practicum Experience Site Evaluation (Appendix D),
- Rating Form for Students in Counseling Practicum, Mid-Semester and Final Semester (Appendices F and G). *Supervisors will complete evaluation of students through Livetext.*
- Supervisor Evaluation form (Appendix E)
- Field Experience Summary Form (Appendix C),
- Weekly Logs (Appendix J) and
- Tape/Video clip Critique Forms (Appendix I).

6. SITE SUPERVISOR EVALUATION OF STUDENTS:

Site supervisors will complete students' midterm and end of semester evaluations online through Livetext. Please make sure that you have registered for Livetext. Your supervisors will be emailed the link to Livetext and their passwords. Site supervisors should save a copy of the evaluation and discuss it with the practicum student.

7. ASSIGNMENTS

1. **Participation in class:** You are expected to participate in class discussions and group work in a manner that demonstrates thoughtful reflection and understanding of the subject matter, as well as respect for your colleagues in the class. In order to participate meaningfully, you ***must*** come to class having completed all reading and writing assignments. Failure to do so will not only jeopardize your grade, but will impair your classmate(s)' ability to work with you during discussion/group work activities.
2. **Discussion Leader:** During the course, students will be required to prepare a discussion. The topic will then be discussed in a round table format during class. Students will prepare a 30 minute discussion to the class. The topic should be one of particular interest to you related to weekly-readings from the perspective of professional school counseling. Sign- ups for the discussion will occur at the first day of the class.
3. **Case Presentations:** Before showing video-clips/electronic recordings in class, briefly you should present the case history **including background or history, client's presenting issues, your own understanding of the issues, goals or objectives, and dynamics related to gender, race, religion, etc.** And you should submit a written copy of your case presentation. You should submit a copy of your recording with your tape critique form to your university supervisor a week before your group supervision presentation.
4. **School Counseling Program and Use of Time Assessment (p. 59-63 ASCA workbook):** Students will critique the school counseling program at their practicum site using the ASCA national model as a lens. Students will conduct the Program and Use of Time

assessments (p. 59-63 ASCA workbook). Students should come to class prepared to discuss their assessments using the following critical questions as a guide:

- How do you evaluate the Foundation, Delivery, Management, and Accountability components of the school counseling program in light of the ASCA model?
- What level of leadership, advocacy, collaboration, and systems change exists in the program?
- Discuss issues of equity and access and how these are being integrated into the school counseling program.
- What improvements need to be made and what needs to be done to implement the missing components of the model effectively?

8. ETHICAL MANAGEMENT OF ELECTRONIC/VIDEO RECORDINGS

Confidentiality and Use of Technology for Tapes/Electronic Recordings

While school counseling practicum and internship students may use their personal laptops to create recordings of individual and counseling sessions for the sole purpose of supervision, they must follow ethical guidelines in doing so (see ASCA Ethical Standards A.2. and A.10). School counseling students must receive signed informed consent from their students/clients and their parents before taping. They must maintain the confidentiality of students/clients by refraining from sharing the recordings with anyone other than their faculty and site supervisors and school counseling students in their practicum/internship supervision sessions. School counseling students must refrain from transmitting recordings over the Internet unless they make every effort to protect the confidentiality of students (e.g., encrypting). They should take all reasonable measures to maintain the confidentiality of all recordings stored on laptops, flash drives, CDs/DVDs, or other media.

A.2. Confidentiality

“Protects the confidentiality of students’ records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted **electronically** is treated with the same care as traditional student records.”

A.10. Technology

The professional school counselor:

- c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.
- e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

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| 9. COURSE SCHEDULE |
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Note: The instructor reserves the right to modify this syllabus as needed.

| W # | Date | Topic | Readings & Assignments |
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| 1 | 01/27 | Introductions; Overview of the Course, Course Expectations <i>Special Topic: What is Supervision?</i> | Proof of Fingerprinting & Liability Insurance SIGN UP FOR LIVETEXT |
| 2 | 02/03 2102 Benj | Check-in <i>Special Topic: Group Counseling in Schools</i> Understanding the school culture Student-led discussion: (2) _____ _____ | Chapter 2; 4 & 5 Studer & Diambra PRAC AGREEMENT DUE LOG DUE SIGN UP FOR LIVETEXT |
| 3 | 02/10 | Check-in Popular Counseling Theories used by School counselors (Person centered, reality, CB) Student-led discussion: (2) _____ _____ Case Presentation : _____ | Chapter 3 Studer & Diambra PRAC AGREEMENT DUE LOG DUE |
| 4 | 02/17 | Check-in Popular Counseling Theories used by School counselors (Solution, narrative, creative) Student-led discussion: (1) _____ Case Presentation : _____ | Chapter 3 Studer & Diambra LOG DUE |
| 5 | 02/24 | Check-in Case Presentation : _____ | ASCA National Model The Foundation & Management System Components Chapters 7 & 8 Studer, & Diambra ASCA model workbook; section ii & iii |

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| 6 | 03/02 | Check-in Case Presentation : _____ | ASCA National Model: The Delivery System Component & Accountability Components Chapter 9 & 10 Studer, & Diambra ASCA model workbook; section iv & v LOG DUE |
| 7 | 03/09 | Check-in Case Presentation: _____ | Applying the ASCA Ethical Standards. Chapter 11 Studer, & Diambra LOG DUE |
| | 03/16 | <i>Spring Break</i> | LOG DUE |
| 8 | 03/23 <u>1103</u> <u>Knight</u> | Check-in <i>Lecture: Current issues in student development & school counseling</i> | Understanding Differences in the Schools Chapter 12 Studer, & Diambra LOG DUE |

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| 9 | 03/30 | Check-in Case Presentation: _____ | MID-SEMESTER EVALUATIONS LOG DUE |
| 10 | 04/06 | Check-in Case Presentation : _____ | LOG DUE |
| 11 | 04/13 | Check-in Case Presentation : _____ | LOG DUE |
| 12 | 04/20 <u>1103</u> <u>Knight</u> | <i>Lecture: Current issues in student development & school counseling</i> | LOG DUE |
| 13 | 04/27 | Case Presentation : _____ Case Presentation : _____ | LOG DUE |

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| 14 | 05/04 | Practicum Reflections | LOG DUE SCHOOL COUNSELING PROGRAM AND USE OF TIME ASSESSMENT DUE END OF SEMESTER EVALUATIONS AND FORMS DUE (can be submitted up until 5/10) |
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10. EVALUATION CRITERIA

Grades

Practicum students earn a final grade of “S” (Satisfactory) or “U” (Unsatisfactory). A grade of “S” indicates a satisfactory completion of all site and university requirements at an acceptable level. A grade of “U” will be given when site and/or university requirements have not been accomplished in an acceptable manner.

Additionally, your final course grade is also impacted by your mid-term and final evaluations completed by your site supervisors. Site supervisors complete a 36-item assessment of each practicum students’s performance at the mid-point and at the end-point of the experience. For the final evaluation, ratings of at least “3” on all items (standards) are required for passing all course and placement requirements. Any ratings on the mid-term evaluation below “3” will trigger formation of a developmental plan, co-authored by the site supervisor, faculty supervisor, and the practicum student, addressing how the practicum student can raise performance on these standards to a rating of “3” on the final evaluation.

11. PROFESSIONAL BEHAVIOR

You are expected to conduct yourself as a professional during the practicum experiences. This means that you follow the rules and regulations and calendar of the school to which you are assigned and includes such things as arriving on time, not leaving school early (unless specific arrangements are made), calling the school if you are ill, dressing professionally and observing any applicable dress code, determining and adhering to policies concerning confidentiality and recording interviews.

In addition, your conduct needs to be in accordance with the ACA and ASCA ethical standards. You can download current copies of these standards at: www.counseling.org or www.schoolcounselor.org. Also, Maryland’s laws such as those dealing with child abuse and confidentiality are to be followed explicitly. If a legal or ethical question arises, you should discuss the matter with your on-site supervisor and university supervisor immediately.

Failure to conduct yourself professionally is grounds for a failing grade in the course.

12. POLICY ON INSTRUCTIONAL MODIFICATIONS**Attendance**

University policy excuses the absences of students for illness, religious observances, participation in University activities at the request of university authorities and compelling circumstances beyond the student's control.

Medically Necessary Absences: Students who miss a single class (lecture, recitation, or lab) for a medical reason must make a reasonable effort to contact their instructor in advance, and upon return to class, present the instructor with a self-signed note which acknowledges that the information provided is accurate. A student's failure to provide an accurate statement is a violation of the Honor Code. The second medical absence will require additional documentation from a health care provider. Students who have a prolonged absence due to illness (multiple consecutive absences) are required to provide written documentation from a health care provider. In the event a student is absent for a Major Grading Event (exam, presentation, or paper), he or she must provide documentation of illness from a health care professional, as well as notify the instructor in advance.

Religious Observances: Students will not be penalized for participation in religious observances and will be allowed to make up academic assignments that are missed due to such absences. Students are responsible for notifying the instructor of projected absences within the first two weeks of the semester. *It is the student's responsibility to inform* the instructor of any intended absences for religious observances *in advance*. This prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.

Inclement Weather: The Office of University Communications will be responsible for communicating weather alerts and schedule adjustments to the general campus community and to the general public. The weather alerts and weather-related schedule

adjustments will be announced on the University website (<http://www.umd.edu/>). If the university is closed, we will not meet and information regarding any adjustment of the course schedule will be available on Canvas. Students are encouraged to notify their professors in the event that the students are unable to attend class due to weather conditions that do not result in delayed openings or campus closings and "snow phone line" (301-405-SNOW), and reported to local radio and television stations. In the event that the instructor is unable to meet with the classes due to weather conditions that do not result in delayed openings and campus closings, students will be notified by noon of the class meeting adjustment.

Academic Integrity

The student-administered [Honor Code and Honor Pledge](#) prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. On every examination, paper or other academic exercise not specifically exempted by the instructor, students must write by hand and sign the following pledge:

I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).

Compliance with the code is administered by the Student Honor Council, which strives to promote a community of trust on the College Park campus. Allegations of academic dishonesty should be reported directly to the [Honor Council](#) (301-314-8450) by any member of the campus community. For additional information, consult the [Office of Student Conduct](#). For a description of the University's definition of academic dishonesty, suggestions on how to prevent cheating, and practical answers to frequently asked questions about the Code of Academic Integrity, consult the [Student Honor Council's](#) webpage.

Accommodations for Students with Disabilities

The University is legally obligated to provide appropriate accommodations for students with disabilities. The campus's [Disability Support Service](#) (DSS) works with students and faculty to address a variety of issues ranging from learning disabilities and attention deficit hyperactivity disorders to physical and psychological disabilities. Note that to receive accommodations, students must first register with the DSS (301-314-7682 or dissup@umd.edu) and have their disabilities documented by DSS. The DSS office then prepares an Accommodation Letter for course instructors regarding needed accommodations. Students are responsible for presenting this letter to their instructors by the end of the drop/add period.

Support Services for Students in Distress

Services for students in various forms of distress are offered by the [Counseling Center](#) and the [Mental Health Service](#) in the Health Center. During evenings and weekends, the student peer-counseling hotline (4-HELP or 4-4357) is available.

Copyright Protection for Class Materials

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Course Evaluations

“Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations starting about two weeks prior to the last day of the term before exams begin. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.”