**COUN 7910 100**

Practicum

in School Counseling

***Fall 2010***

**- - - - - - - - - -**

**Department of Special Education, Rehabilitation, and Counseling/ School Psychology**

**College of Education**

Instructor Information:

**Suhyun Suh**, Ed. D

Haley Center 2058

334) 844-2837

Email: [suhsuhy@auburn.edu](mailto:suhsuhy@auburn.edu)

**- - - - - - - - - -**

Office Hours:

**By appointment**



AUBURN UNIVERSITY

SYLLABUS

**1. Course Number: COUN 7910 100**

**Course Title:** Practicum in School Counseling

**Credit Hours:** 3 semester hours

**Prerequisites:** COUN 7320, 7350, Departmental approval, Students must notify practicum coordinator one semester in advance of registering for COUN 7910.

**Corequisites:** None

**2. Term:** Fall 2010

**Day/Time:** Wednesday 4:00 pm-6:50 pm

**Instructor:** Suhyun Suh, Ed. D

**Office:** Haley Center 2058

**Phone:** 334-844-2837

**Email:** [suhsuhy@auburn.edu](mailto:suhsuhy@auburn.edu)

**Office Hours:** By appointment

**Date Syllabus Prepared: August, 2006 Revised August, 2009, 2010**

**3. Required Text:**

Knapp, S. E., & Jongsma, Jr., A. E. (2002). *The school counseling and school social work treatment planner*. New York: John Wiley& Sons.

**Recommended Text:**

Blum, D. J. (1998). *The school counselor’s book of lists.* West Nyack, NY: the Center for applied Research in Education.

**4. Course Description:** Supervised experiences appropriate to student's program emphasis area. Individual, large and small group supervised counseling experiences in which students serve as school counselors-in-training at pre‑arranged school sites.

**5. Course Objectives:** Through the extensive practice of individual and small group counseling, large group classroom guidance, the completion of written and simulated tasks included in the training program, and integration of theory, process, and professional issues, students will be able to demonstrate abilities in the following competency domains:

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling (CACREP III SC. B.1)
2. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students (CACREP III SC. C.1).
3. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities (CACREP III SC. H.1)

and help students cope with environmental and developmental problems (CACREP III SC. C.3).

1. 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(CACREP III SC. D.1)
2. Demonstrates the ability to use procedures for assessing and managing suicide risk (CACREP III SC. D.3)
3. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement(CACREP III SC. E.4).
4. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs (CACREP III SC. G.2)
5. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention (CACREP III SC. C.6)
6. Knows school and community collaboration models for crisis/disaster preparedness and response (CACREP III SC. M.7).
7. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students (CACREP III SC. F.4)
8. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them (CACREP III SC. M.6).
9. Locates resources in the community that can be used in the school to improve student achievement and success (CACREP III SC. N.2).
10. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development (CACREP III SC. N.3)
11. Understands the important role of the school counselor as a system change agent (CACREP III SC. O.4).
12. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate (CACREP III SC. D.5)

**6. Course Content and Schedule:**

Each week’s class will include a discussion of the counseling related topics pertinent to the stages of the counseling practice, such as relationship building, case conceptualization, counseling planning, and formative and summative evaluations of cases. Supervisees will also discuss specific topics arising from practicum experiences during the week. Students are strongly recommended to reflect on their practice and incorporate identified strengths and weaknesses into their plans for on-going personal and professional growth. In addition, beginning week 5, one student a week will present a case for group discussion and receive feedback.

|  |  |  |
| --- | --- | --- |
| **Date:** | **Class Topic:** | **Reading/Assignment Due:** |
| 08/18 | **Course Introduction**  A. Learn course requirements  B. Discuss and identify topics that need to be covered in classes for better preparation for the quality provision of counseling services. |  |
| 08/25 | **Self- Evaluation and Goal Setting**   1. Process emotional/cognitive responses to initial practicum experiences 2. Discuss individual goals and objectives for practicum experiences | Information sheet &  Practicum goals and objectives |
| 09/01 | A. Case consultation  B. Student presentations on selected topics. |  |
| 09/8 | A. Case consultation  B. Student presentations on selected topics. |  |
| 09/15 | A. Case consultation  B. Student presentations on selected topics.  C. Case presentation and group feedback |  |
| 09/22 | A. Case consultation  B. Student presentations on selected topics.  C. Case presentation and group feedback |  |
| 09/29 | A. Case consultation  B. Student presentations on selected topics.  C. Case presentation and group feedback |  |
| 10/06 | A. Case consultation  B. Student presentations on selected topics.  C. Case presentation and group feedback | Supervisors’ and self mid-term evaluations. |
| 10/13 | A. Case consultation  B. Student presentations on selected topics.  C. Case presentation and group feedback |  |
| 10/20 | A. Case consultation  B. Student presentations on selected topics.  C. Case presentation and group feedback |  |
| 10/27 | A. Case consultation  B. Student presentations on selected topics.  C. Case presentation and group feedback |  |
| 11/03 | A. Case consultation  B. Student presentations on selected topics.  C. Case presentation and group feedback |  |
| 11/10 | A. Case consultation  B. Student presentations on selected topics.  C. Case presentation and group feedback |  |
| 11/17 | A. Case consultation  B. Student presentations on selected topics.  C. Case presentation and group feedback |  |
| 11/24 | **THANKSGIVING BREAK: NO CLASS** |  |
| 12/01 | **Self-Evaluation of Progress**  A. Evaluate progress toward goals and objectives  B. Identify areas for further development  C. Process emotional/cognitive responses to termination | **Practicum Binder: Should include**  practicum log, information sheet, evaluations from site, university, and students’ self-evaluations, student evaluations of site and practicum course & reflection paper. |

**7. Course Requirements:**

A. **Readings**. It is imperative that students read diligently to keep up-to-date with current counseling issues and to develop research based counseling interventions with specific populations whom they will be working with. Supervisees are strongly recommended to read chapters from the texts as well as from journals, monographs, and other sources.

B. **Class and practicum attendance.** The expectation is held that students will attend *all* classes. *Additionally*, practicum students will work with site supervisors to schedule *8-10 hours per week on site* and will maintain that schedule throughout the term. In case of absences due to illness or other crisis conditions, practicum students will notify all supervisors. Site supervisors will be apprised of the practicum student’s schedule of sessions so that all student/clients can also be notified.

C. **On‑going counseling**: Students should complete *a minimum of 100 total onsite practicum hours* in order to meet minimum requirements for the course. The direct service portion of the practicum *(a minimum of 40 direct services hours)* requirement can be met by providing individual counseling, small group counseling, and large group classroom guidance. Please note that “*hours” means a tally of actual time* spent with each student or group. For example, two 30 minute sessions = 1 hour of direct service.

Individual sessions are required to be *taped* (either audio or video; no video in Auburn City Schools) for the purpose of supervision. *Consent Forms* to tape must be obtained from each student/client and parent before taping. Students must lead or co-lead *at least one small group with a minimum of 6 sessions and one large classroom guidance*. Before leading or co-leading one classroom guidance, supervisees should observe it at least three (3) times.

D. **Client file.** Students will maintain the following documents for a file for each student or group: Progress notes of each session, case conceptualization, treatment/counseling plan, mid‑term and final evaluation of progress toward treatment/counseling goals, intake form (if appropriate), MSE (if appropriate), Summaries of each session for supervision will also be maintained.

E. **Supervision**.

Individual Supervision. The assigned university supervisor will provide individual supervision weekly. Prior to this meeting, students *should review tapes on their own and list identified areas of strength, weakness, and questions* on each counseling session summary form. Students must turn in a minimum of *two (2) tapes and summaries 48 hours prior to supervision* and bring all active files to each session. In order to see clients each week, the practicum student must participate in individual and group supervision.

Group supervision will occur during class time. Students will bring the cases which deemed to be concerned or effective for the benefits of their clients and the learning of supervisees. Students will also take turns presenting tapes and cases for review in class. Case presentation will involve a write‑up of the case as well as a verbal presentation and audiotape review. The presentations will be approximately *1 hour in length*.

Site supervision includes opportunities for on‑going consultation and collaboration with a site supervisor who has at least a Master’s degree in counseling and a minimum of 2 years experience.

Supervision permanent file. Students must submit the following items to university group supervisor to receive final grades. These items will be placed in each student’s permanent file stored in 2084 Haley Center. The items include: *practicum log*, *information sheet, evaluations from site, university, and students’ self-evaluations, and student evaluations of site and practicum course*.

**8.** **Grading and Evaluation Procedures:**

The main criterion for evaluation in practicum is competence in counseling skills as demonstrated through class attendance and participation, openness to improvement, and completion of requirements. Final evaluation will include site supervisor, university supervisor and student ratings with regard to the course objectives. Grades are S/U.

**9. Class Policy Statements:**

1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. If an instructor chooses to require attendance, the attendance policy must be consistent with the university attendance policy outlined in the *Tiger Cub*. Instructors may not invoke grade penalties for appropriately documented excused absences.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
3. Disability Accommodations: Students who need special accommodations should make an appointment to discuss the Accommodation Memo during office hours as soon as possible. If you do not have an Accommodation Memo, contact Ms. Tracy Donald, Director, Program for Students with Disabilities, 1228 Haley Center as soon as possible. Telephone: (334)844‑2096 (Voice T/O).
4. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

Students are expected to demonstrate the behaviors that foster a dynamic environment of higher learning where all students develop analytical skills, learn to think critically and communicate effectively, promote inquiry, and pursue knowledge. Accordingly classroom behaviors that impede teaching and learning and create obstacle to this goal is considered disruptive and therefore subject to sanctions. Examples of improper classroom behaviors include but are not limited to late arrival to class, monopolizing discussions, distractive talking, including cell phone usage, etc (Tiger Club, p. 47)

**11. Useful Websites:**

The Alabama School Counselor Association

<https://c1.livetext.com/doc/2606816>

American School Counselor Association

<http://www.schoolcounselor.org/>

American Counseling Association

<http://www.counseling.org/>

Alabama Counseling Association

<http://www.alabamacounseling.org/>

US Department of Education

<http://www.ed.gov/>

Alabama State Department of Education

<http://www.alsde.edu/html/home.asp>

Auburn City Schools

<http://www.auburnschools.org/>

Opelika City Schools

<http://www.opelikaschools.org/>