**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION AND COUNSELING**

**School Counseling**

**Course Number:** COUN 7910

**Course Title:** Practicum in School Counseling

**Credit Hours:** 3 semester hours

**Prerequisites:** COUN 7320, 7350, 7950; Departmental approval. Students must notify practicum coordinator one semester in advance of registering for COUN 7910

**Co-requisites:** None

**Class Meeting:** Tuesdays 1:00pm to 3:00pm (HC 1126)

**Instructor:** Brandee Appling, PhD

2060 Haley Center

(334) 844-3721 / (678) 907-2826

**Date Syllabus Prepared:** July 2009, revised 2011; August 2012; August 2014; August 2016.

**Required Texts:**

Yalom, I. (2002). *The gift of therapy: An open letter to a generation of new therapists and*

*their patients.* New York, NY: Harper Collins.

**Course Description:**

Supervised counseling experiences in which students serve as counselors at pre-arranged and approved community counseling settings. Supervised counseling experiences in which students serve as counselors at pre-arranged sites and approved community counseling settings appropriate to their program emphasis. Students will be placed through an application process that occurs the spring semester prior to the start of Practicum.

**Course Objectives:**

Through extensive practice of individual and group counseling, integration of theory and professional issues, development and implementation of course related activities, and the participation in group and individual supervision and the completion of written and simulated tasks included in the training program, students will demonstrate abilities in the following five major competency domains:

1. **Counseling Skills** 
   1. The ability to communicate to the client the nature and limits of the counseling relationship.
   2. The ability to interview clients using direct and indirect methods of inquiry.
   3. The ability to develop and maintain a productive counselor client relationship.
   4. The ability to use of basic counseling skills to respond to client needs.
   5. Competence in providing leadership, developing interventions, and awareness of factors influencing group dynamics in therapeutic and non-therapeutic groups.
   6. The ability to respond to important material as it arises in the counseling session.
   7. The ability to recognize and verbalize personal issues that may impair objectivity and negatively impact the counseling process.
   8. The ability to recognize and respond appropriately to crisis.
   9. The ability to use and/or create interventions, consistent with the counselor’s guiding theory and/or consistent with the client’s needs.
   10. Communicates in a style compatible with the communication style and developmental level of the client.
   11. The ability to use advanced accurate empathy, proper self-disclosure and confrontation, and immediacy.
   12. The ability to identify small increments of change.
   13. The ability to deal with the issues related to termination (i.e., referrals, timing, and resistance).
   14. The ability to apply the counseling skills referenced above to culturally diverse client populations.
   15. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling (CACREP, CMHC, F.5).
2. **Conceptualization and Planning Skills**
3. The ability to systematically conceptualize human behavior and the process of change.
4. The ability to generate appropriate counseling goals and select interventions based on a comprehensive case conceptualization.
5. The ability to consider socio and political contexts when evaluating, conceptualizing, and planning interventions.
6. The ability to use empirically supported counseling practices and/or interventions.
7. The ability to present and staff a case using principles and methods of case conceptualization.
8. **Supervision Consulting Skills**
9. The ability to identify the expectations of the client and supervisor.
10. Receptivity to individual and group supervision/feedback.
11. The ability to appropriately receive and use feedback, both positive and negative, from clients, supervisors, and professional peers.
12. The ability to provide facilitative feedback to others.
13. Seeks case consultation from supervisors when needed.
14. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate (CACREP, CMHC, D.9).
15. **Evaluation Skills**
16. The ability to develop, implement and evaluate individual and group treatment/counseling plans.
17. The ability to identify small increments of change and integrate them into an overall pattern or theme within the counseling process.
18. The ability to modify specific interventions on the basis of effectiveness.
19. The ability to apply the evaluation skills referenced above to culturally diverse client populations.
20. **Professionalism**
21. Knowledge of and identification with the role and function of a professional counselor/therapist.
22. Demonstration of self-awareness as a professional counselor.
23. Thorough knowledge of ethical and legal standards of professional organizations and credentialing bodies.
24. Promotion of individual professional development both in and outside of the practicum experience.
25. Attitudes and behaviors that place clients’ welfare and well-being as the foremost priority.

**Course Content:**

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, one student per week will present a case for group discussion and receive feedback.

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| Date | Topic | Assigned Reading |
| Week 1 - August 16 | Introductions  *Roles, paperwork, ethics* | Professional Experiences Handbook  ACA Code of Ethics (2014) |
| Week 2 – August 23 | SOAP Notes | Cameron & Turtle Song (200) |
| Week 3 – August 30 | Ethical Decision Making | Forester-Miller & Davis (1996) |
| Week 4 – September 6 | Emotional Intelligence  Case Conceptualizations | Salovey & Mayer (1989) |
| Week 5 – September 13 | Cycle of Caring  Case Conceptualizations | Skovolt (2005) |
| Week 6 – September 20 | Therapeutic Letter Writing  Case Conceptualizations | Kress, Hoffman & Thomas (2008) |
| Week 7 – September 27 | Humanistic Therapies  Case Conceptualizations | Fitch, Canada & Marshall (2001) |
| Week 8 – October 4 | Adlerian and Solution Focused Therapies  Case Conceptualizations | **(1) Midterm Evaluates DUE in Class!**  Watts & Pietrzak (2000) |
| Week 9 – October 11 | Case Conceptualizations | Yalom 1&2 |
| Week 10 – October 18 | Case Conceptualizations | Yalom 3 & 4 |
| Week 11 – October 25 | Case Conceptualizations | Yalom 5 & 6 |
| Week 12 – November 1 | Case Conceptualizations | Yalom 7 & 8 |
| Week 13 – November 8 | Case Conceptualizations | Yalom 9 &10 |
| Week 14 - November 16 | Case Conceptualizations | Yalom 11 & 12 |
| Week 15 – November 29 | Case Conceptualizations | Yalom 13 & 14  **Final Evaluations Due in Class.** |

**\* Due (Week 15): Field Experience Binder including**

1.Practicum log (should be signed by the site supervisor weekly)

* Copy provided to University Supervisor

2. Three (3) evaluations forms:

* Site Supervisor
* University Supervisor
* Student Self-evaluation.

3**. Case Modular**

* Treatment Plan
* Intake/Assessment materials
* Case Conceptualization
* Progress Note/Session Summary

**Course Requirements:**

A. ***Class and practicum attendance*:** The expectation is held that students will attend all classes (group supervision). In addition to this group supervision, students are required to attend 1 hour of University individual supervision per week. ***As with class attendance, attendance is mandatory.*** In case of absence due to illness or other crisis condition, practicum students will notify all supervisors (university supervisor, course instructor and site supervisor). It is the student’s responsibility to make up absences in individual supervision ***immediately.*** A student who has not been supervised during their weekly meeting and is unable to make it up within that week will be unable to see clients on site until they have made up their individual supervision time. Students who miss more than one practicum class or supervision will automatically fail the course.

B. ***On‑going counseling:***Students should complete a minimum of **100 total practicum hours,** which include a minimum of **40 direct service hours** to pass this class. Students are required to spend a minimum of **10 hours on site per week and no more than 12 hours (unless otherwise directed by the Program Coordinator, Internship Placement Coordinator, Site Supervisor or Course Instructor)**. The direct service portion of the practicum requirements can be met by providing individual counseling and group counseling. Of the three to four client sessions per week, two are required to be individual counseling.The in-direct service portion of the practicum requirements includes a minimum of six to eight hours on-site weekly. As a note: students are required to be at their site engaged in professional activities and counseling throughout the 15 week semester (for the 10-12 hours per week).

Individual sessions are required to be taped (either audio or video) for the purpose of individual supervision. A ***Consent to Tape*** form must be obtained from each client before taping. If the client is unable to consent (e.g., minor) then you must obtain consent from the legally recognized guardian.

C. ***Client file(s*):** Students will maintain the following documents in a file for each client and group with identifying data not included (students are asked to code files)

* Consent forms (Adult and Child) with identifying data removed
* Progress notes of each session (group and individual)
* Session summary forms for individual session that have been taped

D. ***Individual Supervision*:** The assigned university supervisor will provide individual supervision weekly. Prior to this meeting, students should review tapes on their own and complete a typed session summary form for every client weekly. **Students must turn in a minimum of two (2) tapes and all summaries 48 hours prior to supervision.** In addition, students must submit a printed binder (submitted at midterm and final) that includes the practicum log, evaluation forms, \*client files (including up to date progress notes) and the toolbox. Please note that individual supervisors may request additional materials to be added to the G drive for review (e.g., other evaluations forms, tape transcripts, etc). The individual supervisor will complete both a midterm and a final evaluation of the student (it is the practicum student’s responsibility to provide blank copies of the evaluation to their supervisor).

E. ***Group Supervision*:** Occurs during class time. During this time students will participate in discussions about counseling issues, skills development, case conceptualization, and specific issues identified by the course instructor. Readings will be assigned using journals and other sources. Students are expected to link relevant material from the readings to the practicum experience in class discussions.

In addition to the on-going case discussions each student will be required to present two cases (staffing). Students should develop a Powerpoint presentation that identifies the client goals, progress evaluation, critical issues, and questions for peer supervisors. Students will be asked to present the case discussing the issues discussed in their powerpoint presentation. This should include playing a 10 – 15 minute segment of a session tape. After the session, students will be asked to participate in peer supervision and provide feedback.

F. ***Site Supervision*:** This 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. Not all students will be at sites that provide continuous on-going supervision though they will have an identified Site Supervisor. The Site Supervisor will complete both a midterm and a final evaluation of the student.

G. ***Field Experience Documentation*:** Students must submit the following items (in hard copy) to their *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 Information Form
* All supervisors’ evaluation forms (Site, University)
* Self-Evaluation Form
* The Practicum Log

**Grading and Evaluation Procedures:**

The main criterion for evaluation in practicum is based upon demonstration of the identified course objectives, meeting course requirements, and supervisory evaluation. Final evaluation will include all supervisory evaluations and feedback. Grades are S/U.

**Class Policy Statements:**

Students are expected to attend all supervisory sessions and class meetings and participate in all classroom exercises **(***Student EPolicy Handbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies)). Should students need to be absent for any reasons, they must contact the course instructor before missing that class meeting. 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, [*Office of Accessibility*at https://fp.auburn.edu/disability/](http://www.auburn.edu/academic/disabilities/) at 1228 Haley Center, 844-2096 (V/TT).Telephone: (334)844-2096 (Voice T/O).

Dates for completing assigned class activities are noted in the course calendar. Unless otherwise notified, students should assume no deviation regarding these dates/assignments. Students anticipating difficulties in attending class on a date scheduled assignments are due should seek permission from the instructor to turn in an assignment prior to the due date. Students assume the responsibility for contacting the instructor to make suitable arrangements for making-up an assignment within 48 hours. The make-up assignment must be completed 2 weeks of the students’ return to class. Failure to comply with these stipulations may result in the student receiving a grade of (0) zero for the missed assignment.

Students must maintain confidentiality of all case discussion. The discussion of cases outside of the group setting with any other persons other than those in the agency of the placement, the client, or the instructor are grounds for being dismissed from the class with a grade of “U” unsatisfactory. This action would be considered highly unethical behavior (see [**ACA Code of Ethics**](http://www.counseling.org/ethics)**).** Additionally, to maintain client confidentiality, no specific identifying information regarding the client will be allowed in group supervision. Simply client code (e.g. a first name) of the person in discussion and/or some other code (e.g. initials) on all documentation will be appropriate. Classroom civility is expected. Please turn off cell-phones or pagers before entering class.

**References**

Cameron, S., & Turtle-Song, I. (2002). Learning to write notes using the SOAP format.   
 *Journal of Counseling & Development,* 80, 286-292.

Fitch, T., Canada, R., & Marshall, J.L. (2001). The exposure of counseling practicum

students to humanistic counseling theories: A survey of cacrep programs. *Journal of Humanistic Counseling, Education and Development,* 40, 232-242.

Forrester-Miller, H., & Davis, T.E. (1995). *A practitioner’s guide to ethical decision-making.* Alexandria, VA: American Counseling Association.

Kress, V.E., Hoffman, R., & Thomas, A.M. (2008). Letters from the future: The use of

therapeutic letter writing in counseling sexual abuse survivors. *Journal of Creativity in Mental Health,* 3, 105-118.

Salovey, P., & Mayer J.D. (1989). Emotional intelligence. *Imagination, cognition and*

*personality.* 9(*3*), 185-211.

Skovolt, T.M. (2005). The cycle of caring: A model of expertise in the helping professions.

*Journal of Mental Health Counseling,* 27, 82-93.

Watts, R., & Pietrzak, D. (2000). Adlerian encouragement and the therapeutic process of

solution focused brief therapy. *Journal of Counseling & Development,* 78, 442-447.