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

# Date Syllabus Prepared: August, 2016, February 2017, August 2018

1. **Recommended Texts:**

American School Counselor Association. (2012). *The ASCA National Model: A Framework for school counseling programs* (3rd ed.), Alexandria, VA: Author.

James, R. K. (2007). *Crisis intervention strategies*. CA: Brooks/Cole Pub Co.

Knapp, S. E., & Jongsma, A. E. (2002). *School counseling & school social work treatment planner*. NJ: John Wiley & Sons, Inc.

Knapp, S. E., & Jongsma, A. E. (2002). *School counseling & school social work homework planner* (W/CD). NJ: John Wiley & Sons, Inc.

Kolski, T. D., Avriette, M., & Jongsma, A. E. (2001). *Crisis counseling and traumatic events treatment planner*. NJ: John Wiley & Sons, Inc.

Blum, D. J, & Davis, T. E. (2010). *School counselor's book of lists* (2nd ed.). CA: Jossy-Bass.

Studer, J. R., & Diambra, J. F. (2015). *A guide to practicum and internship for school counselors-in-training*. New York: Routledge.

1. **Course Description:** Supervised individual and large and small group counseling experiences in which students serve as school counselors-in-training at pre-arranged school sites.
2. **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:

a.   Demonstrate the ability to understand, apply and adhere to ethical and legal standards in school counseling (CACREP III SC. A.2; B.1)

b.   Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms (CACREP III SC. D.1)

c.   Know the theories and processes of effective counseling and wellness programs for individual students and groups of students (CACREP III SC. C.1).

d.   Select appropriate assessment strategies and assess and interpret students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities (CACREP III SC. H.1; H. 2)

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

e.   Design and implement 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.3; L1)

f.   Demonstrate the ability to use procedures for assessing and managing suicide risk (CACREP III SC. D.4)

g.   Understand 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).

h.   Understand 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)

i.   Engage parents, guardians, and families to promote the academic, career, and personal/social development of students (CACREP III SC. F.4)

j.   Understand the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them (CACREP III SC. M.6).

k.   Locate resources in the community that can be used in the school to improve student achievement and success (CACREP III SC. N.2).

l.   Consult with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development (CACREP III SC. N.3)

m.   Understand the outcome research data and best practices and apply relevant research findings to inform the practice of school counseling. (CACREP III SC. I. 4; J. 1).

n.   Demonstrate 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)

# 7. Course Content and Schedule: 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.

# Week 1 Course Introduction

* 1. Learn course requirements
  2. Meet individual supervisors and plan for supervision

# Week 2 Dimensions of Working in School Counseling

* 1. Beginning stages of group and individual counseling
  2. Goal Development: Developing goals for students
  3. Develop goals and objectives for practicum experiences
  4. Evidence of completed mandated reporter training due

# Week 3 Additional functions of a school counselor

A.   RTI/504

B.   Special Education/IEP

C. Proof of individual liability insurance due

# Week 4 Case Consultation

A.   Case consultation and conceptualization skills

B.   Review of individual and group counseling skills

C.   Addressing professional development issues D.   Developing treatment plans

# Weeks 5-13 Case Consultation and Case Presentations

* 1. Case consultation
  2. Case Presentations and group feedback

# Weeks 14-15 Case Consultation, and Self-Evaluation of Progress

* 1. Case consultation
  2. Evaluate individual progress toward goals and objectives
  3. Evaluating counseling plans

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

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

  Copy provided to University Supervisor

* + 1. Three (3) evaluations forms:

  Site Supervisor

  University Supervisor

  Student Self-evaluation.

# Case Presentation

  Treatment Plan

  Intake/Assessment materials

  Case Conceptualization

  Progress Note

  Session Summary

# Course Requirements:

1. ***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). Students who miss more than one practicum class or supervision will automatically fail the course.
2. ***Practicum Site Experience:*** Students should complete a minimum of **100 total practicum hours,** which include a minimum of **40 direct service hours** to pass this class. These direct hours are primarily accrued by providing individual counseling services; however, students can accrue up to 15 hours of group counseling in practicum. 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)**. Students are required to be at their site engaged in professional activities and counseling throughout the duration of the semester, even if they have completed their hour requirement.
3. ***Work samples***: **Students are expected to submit an average of two recorded counseling sessions weekly throughout the semester** in which they are enrolled in

practicum. Students must submit **a minimum of 15 work samples** throughout the semester in order to complete practicum. 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.

In the rare case that the practicum site does not permit recordings, live supervision must be conducted by the student’s site supervisor, meaning the supervisor will sit in on or otherwise observe the student’s counseling sessions with clients. Such live supervision must be completed on a weekly basis and be documented by the site supervisor. A minimum of 15 live observations would be needed to complete the requirement for the course.

1. ***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)
   * Progress note for each counseling session

\*Note: Students must have a progress note for each direct hour documented on their hours log

* + Session summaries for each recorded counseling session
  + Counseling/Treatment plans (required for students with 3+ sessions)

1. ***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 student weekly. **Students must turn in all recorded 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).

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.

1. ***Group Supervision*:** Group supervision occurs weekly during the designative class time for practicum, in which students 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 their work with clients in discussion during group supervision.
2. ***Site Supervision*:** All students will have a designated site supervisor. Although these interactions may vary, onsite supervision typically includes opportunities for on-going supervision, consultation, and collaboration. Site supervisors have (1) a minimum of a

master’s degree in counseling or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of counseling experience; (4) knowledge of the school counseling program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. Site supervisors will complete both a midterm and a final evaluation of the student and sign their log weekly.

1. ***Client Case Conceptualization***: Students are expected to develop a PowerPoint presentation and present all components of the presentation in group supervision. The following components are required:

1.   Client’s presenting concern and background information gathered at first appointment

2.   Information gathered via formal and/or informal assessments 3.   Client’s goals for counseling

4.   Conceptualization of the client’s concerns through a theoretical lens (including all components of the Case Conceptualization Guidelines)

5.   Plan for counseling including short-term and long-term goals, theory-based interventions, and evaluation (e.g., counseling/treatment plan)

6.   Description of a single counseling session’s focus, goals, interventions, process, and observations of progress (e.g., progress note)

7.   At least one 10 minute segment of the audio recording of this counseling session that demonstrate the student’s counseling skills (e.g., assessment, implementing an intervention, evaluating the effectiveness of counseling, etc.).

1. ***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

* A copy of all counseling documentation (with client codes) for every direct hour calculated on the counseling log

J. **Professional Liability Insurance:** All College of Education interns are covered under the Department of Education’s Limited Professional Liability Policy. Each student is automatically billed for the insurance during the fall semester of each year of enrollment. If the student needs verification of the liability insurance they may request a Certificate of Verification of Insurance from the **Department of Risk Management and Safety,** 334-844-4870. Students are also required to purchase their own individual professional liability insurance through organizations such as ASCA (<http://www.schoolcounselor.org>) HPSO (<http://www.hpso.com)> or the National Board for Certified Counselors (NBCC) (<http://nbcc.org)> and provide proof of coverage for student files in the department.

K. ***Mandated Reporter Training:***Students will be required to complete Online Mandated Reporter Training (<https://aldhr.remote-learner.net/course/index.php>). Students must choose Child Abuse Mandated Reporters Training. Students must submit evidence of their completion of this training on helping abused and neglected children by the second week of class.

**Grading and Evaluation Procedures:**

**The COUN 7910 course grade is determined by classroom and site performance. To successfully pass the Practicum Course, students must attend classes, complete practicum assignments, submit the appropriate documentation (including practicum hours log and evaluations) and successfully complete the 100 hour practicum experience, including a minimum of 40 direct hours that are verified by the site supervisor as evidenced in a signed counseling log. Students will not pass the course if they have poor attendance at the site or in the classroom, do not submit class assignments, do not obtain a satisfactory midterm/final evaluation, are accused of fraudulent log documentation, are accused of an ethical violation, do not demonstrate appropriate professional behaviors or any other behaviors deemed inappropriate as cited in the COUN Handbook, Professional Experiences Handbook, Code of Ethics and AU Graduate School Standards.** Grades are S/U

# 9. 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).](http://www.auburn.edu/studentpolicies)) 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/ 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 ASCA *Ethical Standards for School Counselors* and **ACA Code of 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. The use of laptops during class is inappropriate in this setting due to confidentiality and the nature of group supervision; also, please silence cell-phones before entering class.

# Useful Websites:

The Alabama School Counselor Association

<http://alabamaschoolcounselors.org/>

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](http://www.alsde.edu/)

Auburn City Schools

http://www.auburnschool.org/

Opelika City Schools

http://www.opelikaschools.org

Boswell, J. F., Castonguay, L. G., & Pincus, A. L. (2009). Trainee theoretical orientation: Profiles

and potential predictors. *Journal of Psychotherapy Integration, 19*(3), 291-312.

Crespi, T.D. (2009). Group counseling in the schools: Legal, ethical, and treatment issues in school practice. *Psychology in the Schools, 46*(3), 273-280. doi: 10. 1002/pits.20373

George, H. P. (2018). Introduction to the special issue of behavioral disorders: Positive behavior

interventions and supports. *Behavioral Disorders, 43*(3), 340-343. doi:10.1177/0198742918763951

Luke. M., Gilbride, D., & Goodrich, K.M. (2017) School Counselors’ Approach to Ethical Decision Making, *Journal of Counselor Leadership and Advocacy, 4*(1), 1-15, DOI: 10.1080/2326716X.2016.1223569

Westers, N. J., & Culyba, A. J. (2018). Nonsuicidal self-injury: A neglected public health

problem among adolescents. *American Journal of Public Health*. pp. 981-983.

doi:10.2105/AJPH.2018.304550.