

Eastern Kentucky University
Department of Counseling and Educational Psychology

COU 880 Syllabus for Clinical Mental Health Counseling

COU 880 Syllabus for School Counseling

Eastern Kentucky University
Department of Counseling and Educational Psychology
Syllabus for COU 880: Counseling Practicum
(3 credit hours), CRN #: use actual CRN #
Semester Year

Instructor:
Office:
E-mail:
Cell Phone:
Hours:
Office Phone:
Class Information:

Catalogue Course Description: Prerequisite(s): clinical coordinator approval. This course provides students the opportunity to practice skills developed in their program. Students will be supervised by an experienced counselor in a setting appropriate for their program.

The practicum is the initial exposure to your training as a professional in your chosen program of study. It must be completed in one semester.

The main foci of this course are personal and professional development through practical application of advanced counseling theories and techniques. There will be group discussion/supervision of cases and current issues, site supervisor/student 1:1 supervision, brief lectures, and other activities relevant to cases presented, student interests and skill/knowledge needs. The counselor education program is constantly modified to meet changes in state and national laws. Although this syllabus contains a core basis common to all practicum classes, the material in this syllabus is specially designed for COU 880 in Clinical Mental Health Counseling.

Texts(s):

Erford, B., Hays, D., Crockett, S., and Miller, E. (2011). *Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Examination*. Boston: Pearson.

Note: The above text is required for all practicum sessions. The primary purpose for this text is to require a text to help ensure that all students are prepared for comprehensive exams which are usually taken during internship. Although this text may not be reviewer, per se, in this course students are still required to purchase it and use it.

Faculty may also assign other texts and/or journal articles or other readings should the need arise based on the current experiences of the practicum students/counselors-in-training in the course.

NOTE: Students are also requested to access the ACA and AMHCA web sites and will be responsible for printing off the Code of Ethics and Standards of Practice for each organization and being familiar with these standards especially those relevant to the student's personal program of study.

Student Learning Objectives:

The following goals/outcomes/guidelines for this practicum are relevant to all practicum courses and based on the Council for the Accreditation of Counseling and Related Education Programs (CACREP) 2009 Standards. From Section III.F. 1-5 of the CACREP Standards:

Students must complete supervised hours that total a minimum of 100 clock hours over a minimum of a 10 week academic term. Each student's practicum includes all of the following:

1. At least 40 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. An average of 1 ½ hours per week of group supervision that is provided throughout the practicum by a program faculty member.
3. The development of program appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
4. Evaluation of the counseling student's performance throughout the practicum, including the documentation of a formal evaluation after the student completes the practicum.

In addition to these Section III Professional Practice CACREP Standards, the following CACREP standards related to Section II.5.f. and the standards specific to Clinical Mental Health Counseling will also be addressed.

II.G. 5. Helping Relationships. f. a general framework for understanding and practicing consultation (Assessment via PCPE, Site Supervisor mid- and end semester evaluation).

Clinical Mental Health Counseling Program

FOUNDATIONS

B. Skills and Practices:

1. Demonstrates the ability to apply adhere to ethical and legal standards in clinical mental health counseling. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation).

COUNSELING, PREVENTION, AND INTERVENTION

D. Skills and Practices:

5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation)
6. Demonstrates the ability to use procedures for assessing and managing suicide risk. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation).
7. Applies current record-keeping standards related to clinical mental health counseling. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation.
9. 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. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation).

DIVERSITY AND ADVOCACY

F. Skills and Practices:

3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation).

ASSESSMENT

H. Skills and Practices:

2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental history, and a psychological assessment for treatment planning and caseload management. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation).

RESEARCH AND EVALUATION

I. Knowledge:

3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation).

J. Skills and Practices:

2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.

DIAGNOSIS

L. Skills and Practices

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentations of clients with mental and emotional impairments. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation).
2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating individuals. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation).
3. Differences between diagnosis and developmentally appropriate reactions during crisis, disasters, and other trauma-causing events. (Assessment via PCPE, Site Supervisor mid- and end semester evaluation).

Evaluation Methods: Individual faculty instructors may include additional assignments at their discretion. In that regards, the final grade will be assigned by the university supervisor in collaboration with the site supervisor. A “Satisfactory” grade indicates that all required forms and materials were completed and turned in, and that basic competency and readiness to enter the field of counseling is evident through the fulfillment of the ISP (Individual Supervision Plan). Site supervisors will complete a mid-term and an End of the Semester Evaluation. Additionally, the faculty supervisor/instructor will complete a summative Professional Counselor Performance Evaluation (PCPE) of your practicum work. A successful PCPE will have two or less ratings of zero on any items. If basic competency is not demonstrated in the course of one semester, attendance for individual or group supervision is not maintained, and/or all required forms/materials are not completed and turned in, an “Unsatisfactory” grade will be given.

Student Progress: The site and university supervisors will provide written and oral feedback concerning progress on the midterm/final evaluation forms as well as summative evaluation on your PCPE form. The written midterm report from the site supervisor is due by midterm. The same procedure is to be followed for your final report. PLEASE keep copies of all your paperwork as the CEP Department will maintain your records for a five year period and then shred them.

Attendance Policy: Your attendance and subsequent participation are essential for your own learning and for other students; therefore attendance at EACH class meeting is required. It is your responsibility to contact the university supervisor PRIOR to any unavoidable absence, to discuss any missing hours. This is especially true due to the nature of this course and the limited meetings scheduled. **You must schedule and attend sixteen hours of individual/triadic supervision with the practicum supervisor in addition to the class meetings, as well as attending all calls meetings. Class attendance is expected at each scheduled session and your attendance is expected at each individual/triadic supervision session.**

Last Day to Drop the Course: Please see university schedule available at www.eku.edu for the appropriate dates.

Disability Statement: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Statement: Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Official E-mail: An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Course Requirements:

In COU 813, Professional Orientation and Ethics, all students are asked to sign both 1) a Student Agreement and 2) a Confidentiality and Legal Rights Policy Agreement. If you have transferred into this program and have not signed this agreement, you are required to do so immediately and to give your signed form to your instructor or to the Counseling and Educational Psychology Department Chair. These agreements are in place for all courses in this department and by remaining registered in this course and participating in this class you are verifying that you will honor these agreements. Copies of these agreements are located in the student handbook at

http://www.education.eku.edu/CEP/student_handbook/Agreement_Contract.pdf for your review.

Practicum students will complete 100 hours of field experience, 40 of which will be in direct counseling experiences and 60 will be indirect counseling experiences (see practicum information on the website for more details). REMINDER: LPCA/LPCC law from state to state may require different practicum/internship experiences. Please check the State Board of Counseling for Licensed Professional Counselors Website: (www.state.ky.us/agencies/finance/occupations/procounselors).

Time and Activities Log

All hours will be recorded on a time and activities log. This log must be signed weekly during supervision by the site supervisor to verify your hours. This log will be formally evaluated by university instructor at midterm and will be collected as a part of the final evaluation at the end of the course. (Please keep a copy for your personal files. After five (5) years any paperwork of yours held by the CEP Department will be shredded.

NOTE: Regarding log forms, in the Spring of 2011, faculty agreed to include all supervision (site and faculty-led group supervision) as indirect hours in an effort to indicate the importance and relevance of your supervisory experiences.

Video-recordings

A minimum of three (3) video-recordings are required for this class. Individual instructors may require additional recordings, but three (3) is the minimum. ***Individual practicum instructors who have specific instructions should include them here.*** It is suggested that the first video-recorded session should demonstrate (at the least) basic listening skills. The second should also include the use of some advanced intervention or procedure. The third tape should include some mention of goals/ termination.

Site Contact

Your university supervisor will be in communication with your site supervisor regularly during the semester. Faculty members and site supervisors will maintain regular contact over the course of the semester via email and/or phone. Site supervisors are expected to attend the Site Supervisor training provided by the department.

Advocacy/Assessment/Research and Evaluation Project: In accordance with CACREP CMHC Standards F.3., H.2., I.3., and J.2., practicum students will assess a need that relates to advocacy for a client and/or community that is relevant to the practicum student's site. After making the assessment of the need, students will design an intervention, implement it (with site permission), and evaluate it according to individual practicum instructor's guidelines. This project should be discussed with your instructor over the course of the semester. As this is a one-semester course, students should begin thinking about this project early in the semester and plan a modest project that can be completed in a single semester. A five page paper (maximum) which presents your assessment and related steps is due by the last class. Pass/Fail

Course Outline: This schedule is intentionally left open to allow for individual practicum instructors to design their class to meet their individual styles and preferences. Each class will include a minimum of three hours of group supervision. The class will meet every other week as scheduled below and class will begin at 5:00.

Professors and practicum students will discuss and process issues related to ethics and legal issues (CMHC B.1.); they will discuss and process principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (CMHC D.1.); they will discuss the application of multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, and prevention of mental and emotional disorders (CMHC D.2.). Specific dates/classes for these topics are not noted as the timeliness of these discussions depends largely on what is taking place at the practicum sites during a particular week and what topics/questions and/or emergencies students might bring to class. These items will be addressed during the course of the semester and they are items that are measured on the final summative Professional Counseling Performance Evaluation completed by the faculty of record. Additionally, site supervisors' evaluations/comments will address student performance in these areas.

Week 1	Introduction to the class, syllabus review and overview of the semester; Review of Counseling Concepts: Suicide, Threat Assessment, Duty to Warn, and Limits of Confidentiality.
Week 2	Professor's preferred model of group supervision
Week 3	Professor's preferred model of group supervision
Week 4	Professor's preferred model of group supervision
Week 5	Professor's preferred model of group supervision
Week 6	Professor's preferred model of group supervision
Week 7	Professor's preferred model of group supervision
Week 8	Professor's preferred model of group supervision Advocacy/Assessment/Research/Evaluation Project due
Finals week	

**College of Education Professional Education Program Model:
EKU Professional Education Model:
Effective Educators as Effective People**



**EKU Professional Education Slogan:
To teach, to learn, to help others teach and learn.**

Professional Supervisor Disclosure Statement
Carol A. Sommer, Ph.D., LPC, NCC, ACS
*(example only, create your own, but please include one as CACREP now
requires this)*

Qualifications: I hold a doctorate in Educational Psychology with an area specialization in Counselor Education. I am an Associate Professor at Eastern Kentucky University. I have taught doctoral supervision classes as well as master's practicum and internship since 2003. I am a nationally certified counselor (NCC), a Mississippi licensed professional counselor (LPC), and a nationally approved clinical supervisor (ACS). Prior to earning my doctorate, I worked as a counselor in private practice, as a clinical therapist at a rape crisis center, and as a counselor at a university counseling center. My specialization area in counseling is clinical mental health. Additionally, supervision is my primary research interest area. I have published multiple articles on supervision and have presented on this topic at international, national, regional, and state conferences. I practice a collaborative, narrative approach to supervision that is strength-based in nature.

Limits of Confidentiality: As your faculty supervisor, I will be evaluating your work in conjunction with your site supervisor. Your work will be discussed in our practicum or internship class. I will also consult with your site supervisor and other Counseling and Educational Psychology (CEP) Faculty as needed. Counseling can be stressful work. If during my supervision with you, I feel that you may be a potential danger to yourself or others, I may need to take action such as bringing my concerns before the CEP Faculty or notifying emergency help. I will also need to take appropriate action if I believe you have violated any ethical standards related to our profession. According to ethical codes applicable to counselors and supervisors, I will not be able to endorse you for future employment if I have questions about your professional performance and/or personal disposition.

My Role as Faculty Supervisor: I will provide an average of 1 ½ hours of weekly group supervision (per CACREP standards) and will meet with you individually as mutually scheduled. I will determine your grade for this course based on your performance and in consultation with your site supervisor. Your site supervisor will be considered your primary supervisor and ultimately any decisions about what you will do with clients should be reviewed with the site supervisor. Your site supervisor is also the first person to be contacted should an emergency arise with any of your clients. I will be responsible for serving as a liaison with your site. I look forward to working with you over the course of the semester. If you have concerns about your site experience or your practicum/internship class, please contact me immediately. I can be reached in my office during regularly scheduled office hours and, sometimes, by special appointment. The best way to reach me is via email at carol.sommer@eku.edu; however, please be aware that email is not a confidential form of communication.

Eastern Kentucky University
Department of Counseling and Educational Psychology
Syllabus for COU 880: Counseling Practicum
(3 credit hours), CRN #: use actual CRN #
Semester Year

Instructor:
Office:
E-mail:
Cell Phone:
Hours:
Office Phone:
Class Information:

Catalogue Course Description: Prerequisite(s): clinical coordinator approval. This course provides students the opportunity to practice skills developed in their program. Students will be supervised by an experienced counselor in a setting appropriate for their program.

The practicum is the initial exposure to your training as a professional in your chosen program of study. It must be completed in one semester.

The main foci of this course are personal and professional development through practical application of advanced counseling theories and techniques. There will be group discussion/supervision of cases and current issues, site supervisor/student 1:1 supervision, brief lectures, and other activities relevant to cases presented, student interests and skill/knowledge needs. The counselor education program is constantly modified to meet changes in state and national laws.

Texts and Readings:

A Guide to Practicum and Internship for School Counselors-in-Training.

The ASCA National Model: A Framework for the School Counseling Program.

Counseling Children. Thompson and Henderson. 8th Edition. Ethics,

Prepared by: Dr. Stockburger

Standards of Practice, School Counselor Competencies, Position Statements, Ethical Guidelines, Diversity Competencies from ACA, ASCA, and ASGW. Research Studies in support of Comprehensive School Counseling program, including “Effectiveness of School Counseling Programs.”

Erford, B., Hays, D., Crockett, S., and Miller, E. (2011). *Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Examination*. Boston: Pearson.

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Faculty may also assign other texts and/or journal articles or other readings should the need arise based on the current experiences of the practicum students/counselors-in-training in the course.

Student Learning Objectives:

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1. At least 40 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. An average of 1 ½ hours per week of group supervision that is provided throughout the practicum by a program faculty member.
3. The development of program appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.
4. Evaluation of the counseling student’s performance throughout the practicum, including the documentation of a formal evaluation after the student completes the practicum.

In addition to these Section III Professional Practice CACREP Standards, the following CACREP standards related to Section II.G.5.f. and the standards specific to School Counseling will also be addressed.

Prepared by Dr. Stockburger

II.G. 5. Helping Relationships. f. a general framework for understanding and practicing consultation (Assessment via PCPE, Site Supervisor mid- and end semester evaluation).

School Counseling (SC) FOUNDATIONS

B. Skills and Practices:

B.1 Demonstrates the ability to apply and to adhere to ethical and legal standards in school counseling.

Curricular Experiences: Students working with Responsive Services, Individual Student Planning, Classroom Guidance, Group work and in implementing their Comprehensive School Counseling Plans will adhere to ethical and legal standards in school counseling.

Assessment: PCPE and Site Supervisor midterm and final evaluation.

B.2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

Curricular Experiences: Presentation of ASCA Model and Student's Comprehensive School Counseling Plans to school personnel, parents, guardians and students.

Assessment: Written summaries of presentations, Bi-weekly Supervisor's Share Sheet, PCPE, Site Supervisor midterm and final evaluation, as determined by individual practicum supervisor.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

C.3. Knows strategies for helping student's identify strengths and cope with environmental and developmental problems.

Curricular Experiences: Individual and Group Counseling Practice.

Assessment: Group Review Sheet. Counseling Plan. Site Supervisor midterm and final evaluation. As determined by individual practicum and instructor. PCPE

D. Skills and Practices:

D.1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

Curricular Experiences: Individual counseling, group counseling, classroom guidance and other responsive services practice, Individual student planning practice.

Assessment: PCPE, Student Journals, Site Supervisor Bi-weekly Supervisor Share Sheets, Site supervisor midterm and final evaluations, Self-review, peer review, site supervisor review forms, as determined by individual practicum supervisor.

D.2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

Curricular Experiences: Practice in individual, group counseling and classroom guidance following the three domains, standards and indicators from the ASCA Model.

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Assessment: Site supervisor midterm and final evaluations, Bi-weekly Supervisor Share Sheet, Presentation and Evaluation of tapes, Classroom guidance lesson plans, Self-review, peer review, site supervisor review of individual, group counseling, and classroom guidance, evaluation as determined by individual practicum instructors. PCPE

D.3. 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.

Curricular Experiences: Writing Counseling Plans for Individual counseling sessions, Classroom guidance lessons to address these areas, in collaboration with site supervisor and school policy, implement and apply sections of students comprehensive school counseling plans which relate to these areas.

Assessment:

PCPE

Student Journals

Counseling Plans for individual clients

Bi-weekly Supervisor Share Sheet

Site Supervisor midterm and final evaluations

Classroom Guidance Lesson Plans

Self-review, Peer Review, and Instructor Review of individual sessions

Self-review, Peer Review and Instructor review of Classroom Guidance Lessons

D.4 Demonstrates the ability to use procedures for assessing and managing suicide risk.

Curricular Experiences:

Students will attend school based trainings on assessing, preventing, and managing suicide risk when available at their school sites, with site supervisor approval.

Students will utilize the suicide prevention materials from their Comprehensive School Counseling Plan.

Assessment:

Bi-weekly Supervisor Share Sheet

Student Journals

Site Supervisor midterm and final evaluations

Other assessments as determined by individual practicum instructors

PCPE

D.5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

Curricular Experiences:

Practice in individual counseling and advisement, group counseling, classroom guidance, crisis counseling and other responsive services and Individual Student planning services.

Assessment:

PCPE

Site supervisor midterm and final exams

Student Journals

Bi-weekly Supervisor Share Sheets

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Through the Individual Supervision Process
Evaluation as determined by individual practicum instructor

DIVERSITY AND ADVOCACY

F. Skills and Practices:

F.1. Demonstrates multicultural competencies in relation to diversity, equity and opportunity in student learning and development.

Curricular Experiences:

Read and sign ASCA Counselor Competencies

Read and sign as having read Group Work Diversity Competencies

Students complete a minimum of one tape with a client which, in the context of their individual practicum site, might be considered as diverse as described in the course syllabi

Students read and implement ASCA position statements regarding diversity and equity

Students use resources regarding diversity from their Comprehensive School Counseling plans

Assessments:

Signed statements that students have read, understand and intend to implement these competencies

Signed statements that students have read, understand, and intend to implement Group Diversity Competencies.

PCPE

Site Supervisor midterm and final evaluations

Bi-weekly Supervisor Share Sheets

Evaluation as determined by individual practicum instructors

F.2. Advocates for learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

Curricular Experiences:

Presents ASCA Model and student's Comprehensive School Counseling Plan to school personnel

Shares research information on the Effectiveness of Comprehensive School Counseling programs with school personnel

Assessments:

Student Journals

Written Summary of presentation of the ASCA Model and the Students Comprehensive School Counseling Plans

Written Summary of presentation of research on the effectiveness of school counseling programs with school personnel

Evaluations as determined by individual practicum instructors

Prepared by Dr. Stockburger

F.3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

Curricular Experiences:

Present the ASCA National Model and students Comprehensive School Counseling Plan to school personnel.

Assessments

Bi-weekly Supervisor Share Sheet

Student Journal

Site Supervisor midterm and final evaluation

F.4. Engages parents, guardians, and families to promote the academic, career and personal/social development of students.

Curricular Experiences:

Presents the ASCA National Model and Students Comprehensive School Counseling Plan to parents, guardians, families and students.

Assessments

Written summaries of experiences presenting the ASCA Model and Comprehensive School Counseling Plan

PCPE

ASSESSMENT

H. Skills and Practices:

H.1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds and abilities.

Curricular Experiences:

Writing Individual Counseling Plans

Working analyzing, group tests of achievement and individual assessments.

attending ARC's, 504 meetings, Student Advisories

Writing Case Conceptualizations to use in developing the Counseling Plans

Administers students' needs assessments

Assessments:

Individual Counseling Plans

Site supervisor midterm and final evaluations

PCPE

Student Journals

Site Supervisor Bi-weekly Share Sheet

Student Needs Assessment results

H.2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.

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Curricular Experiences:

Students attend 504 meetings, IEP and ARC meetings, Student Assistance and Advisory meetings under site supervision as the experiences are made available at each individual site. Students participate in school wide achievement testing and other school assessments under site supervision and as experiences are made available per individual school practicum site.

Writing case conceptualizations.

Assessments:

Site Supervisor midterm and final evaluations

Student Journals

Supervisor Bi-weekly Share Sheets

Case Conceptualizations

Individual Counseling Plans

Other evaluations as determined by practicum instructors

H.3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

Curricular Experiences:

Participates with site supervisor in monitoring school assessment data such as: school report card, student results data from current school counseling programs, discipline referrals, drop-out rate, school wide standardized testing, and other data to monitor the effectiveness of educational programs as the experience is made available at the individual practicum site.

Participates with site supervisor in monitoring school assessment data such as: school report cards, student results data from current school counseling programs, discipline referrals, drop-out rate, school wide standardized testing, and other data to monitor the effectiveness of educational programs as the experience is made available at the individual practicum site.

Participates with site supervisor in experiences such as administering and analyzing student's needs assessments from the students Comprehensive School Counseling as the experience is made available at individual school counseling sites.

Completes Case Conceptualizations

Assessments:

Site supervisor midterm and final evaluations

Bi-weekly Site Supervisor Share Sheet

Student Journals

Other evaluations as determined by individual practicum supervisors

H.4. Makes appropriate referrals to school and/or community resources.

Curricular Experiences:

Works under supervision to use referral sources to deal with crisis such as suicidal ideation, violence, abuse, depression and family difficulties as these opportunities are available at the individual school practicum site.

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Works under supervision of site supervisor and makes referrals for individual counseling, group, students, parents or guardians.

Works with Youth Service Centers, Family Resource Centers, School Resource Officers, School Social Workers, and Psychologists under supervision of site supervision to make appropriate referrals to school and community resources.

Assessments:

Site supervisor midterm and final evaluation

Bi-weekly Supervisor Share Sheets

Student Journals

Other evaluations as determined by individual practicum supervisors

H.5. Assesses barriers that impede student's academic, career, and personal/social development.

Curricular Experiences:

Under supervision of site supervisor analyzes student achievement and counseling-program related data to evaluate the counseling program, conduct research on activity outcomes and discover gaps that exist between different student groups as this experience is made available at the individual school practicum site.

Under supervision of site supervisor students analyze, interpret and desegregate student achievement data, achievement-related data, and standards and competency-related data to help identify barriers that impede students development as the experience is made available at the individual school practicum site.

Under supervision of site supervisor students evaluate process data, perception data, results data, data over time and learn skills in Data Management to help close the achievement gap, provide equitable access to rigorous curriculum, and identify barriers to learning as the experience is made available at the individual practicum site.

Assessments:

Site supervisor midterm and final evaluations

Bi-weekly Site Supervisor's Share Sheet

Student Journals

Other evaluation as determined by individual practicum instructor

Research and Evaluation

J. Skills and Practices

J.1. Applies relevant research findings to inform the practice of school counseling.

Curricular Experiences:

Present research findings regarding the Effectiveness of School Counseling to school personnel, Parents, guardians and students.

Research the information needed to work with individual clients, group counseling, classroom guidance lessons, Individual Student Planning, Responsive Services, career counseling, and other areas of student needs.

Assessments:

Midterm and Final evaluations

Bi-weekly Supervisor Share Sheet

Student Journal

Prepared by Dr. Stockburger

Other evaluations as determined by individual practicum instructor

J.2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

Curricular Experiences:

Students research documents to use in measuring school counseling programs

Students use resources from their Comprehensive School Counseling Plans to develop measurable outcomes for school counseling programs, activities, interventions and experiences.

Students use pre and post measures for classroom guidance lessons, individual counseling sessions, and group counseling, including Lykert type scales, and other measures.

Assessments:

Midterm and Final evaluations

Bi-weekly Supervisor Share Sheet

Student Journal

Other evaluations as determined by individual practicum instructor

J.3. Analyzes and uses data to enhance school counseling programs.

Curricular Experiences:

Under the supervision of the site supervisor the student will monitor, analyze, and use student progress data such as academic progress and achievement data, perception data, process data, and counseling program related data.

Under the supervision of the site supervisor the student will use data to: create an urgency for change in the role of the school counselor, serve as a catalyst for focused action, challenge existing policies and focus resources in the context of the individual student practicum site opportunities.

Assessments:

Student Journal

Site Supervisor Bi-weekly Share Sheet

Midterm and Final evaluations

ACADEMIC DEVELOPMENT

L. Skills and Practices

L.1. Conducts programs designed to enhance student academic development.

Curricular Experiences:

Conducts Classroom Guidance Lesson

Administers Students' Needs Assessments

Assessments:

Student Created pre-Post Evaluations of Classroom Guidance Lessons

Analysis of Student's Needs Assessments results

Classroom Guidance Lesson Plan aligned with ASCA Guidelines

Bi-weekly Supervisor Share Sheet

PCPE

Prepared by: Dr. Stockburger

L.2. Implements strategies and activities to prepare students for a full range of post secondary options and opportunities.

Curricular Experiences:

Conducts Classroom Guidance Lessons

Conducts Individual Student Planning

Participates with site supervisors with various career opportunities and learning experiences: such as careers, as appropriate to elementary, middle, high school, fairs, working with college admissions counselors, scholarship applications, recommendation letters, Reality Store as the opportunities are available at individual practicum sites.

Assessments:

Student-created pre-post evaluation of Classroom Guidance lessons

Individual Learning Plans where appropriate

Midterm and Final evaluations

Bi-weekly Site Supervisor Share Sheet

PCPE

Other evaluations as determined by individual practicum supervisors

L.3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance related material.

Curricular Experiences:

Students create lesson plans from a guidance curriculum in accordance with standards, domains, and indicators in the ASCA National Model, appropriate to individual learning styles and student's developmental needs with evaluation of what students know and are able to do as a result of the intervention.

Assessments:

Classroom Guidance Lesson Plans

Feedback sheet for classroom guidance with student self review, peer review, site supervisor and university supervisor review

Midterm and Final evaluations

Bi-weekly Site Supervisor Share Sheet

Student Journals

Other evaluations as determined by individual practicum supervisors

COLLABORATION AND CONSULTATION

N. Skills and Practices

N.1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

Curricular Experiences:

Consults with parents, guardians and families

Presents in-service training for parents, families as needed per school site

Provides referral information to community resources

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Assessments:

Student Journal

Midterm and Final evaluations

Bi-weekly Supervisor Share Sheet

PCPE

N.2. Locates resources in the community that can be used in the school to improve student achievement and success.

Curricular Experiences:

Researches and identifies community resources through collaboration and consultation with school personnel, online research or other sources of information.

Assessments:

Student Journal

Bi-weekly Site Supervisor Share Sheet

Identified and/or compiled a community resource guide/directory

Other evaluation as determined by individual practicum supervisor

N.3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

Curricular Experiences:

Practices consultation models and skills from research and from their Comprehensive School Plans

Assessments:

Midterm and final evaluations

Bi-weekly Supervisor Share Sheet

Student Journals

Other evaluations as determined by Individual practicum site supervisors

N.4. Uses peer helping strategies in the school counseling program.

Curricular Experiences:

Students review ASCA position statements regarding peer helping and peer helping programs.

Students refer to and implement peer helping strategies drawn from their Comprehensive School Counseling Plan, and other sources as the opportunity is made available at their individual school counseling sites.

Assessments:

Midterm and Final evaluations.

Student Journals

Bi-weekly Site Supervisor Share Sheets

Other evaluations as determined by individual practicum instructors

N.5. Uses referral procedures with helping agents in the community (e.g. mental health centers, business, service groups) to secure assistance for students and their families.

Curricular Experiences:

Practices referral procedures under the site supervisor.

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Assessments:

Midterm and Final evaluations

Student Journals

Bi-weekly Site Supervisor Share Sheet

Other evaluations as determined by individual site supervisors

O. LEADERSHIP

O.4. Understands the important role of the school counselor as a system change agent.

Curricular Experiences:

Presents ASCA Model to School Personnel

Shares their Comprehensive School Counseling Plan with School personnel

Assessment:

Written Summary of presentation of ASCA Model

PCPE

Bi-weekly Supervisor Share Sheet

Written Summary of sharing their Comprehensive School Counseling Model with School personnel

Other evaluations as determined by individual site supervisors

P. Skills and Practices

P.1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

Curricular Experiences:

Using their completed Comprehensive School Counseling Plan, students conduct a program audit, cross walking, and other implementation, management and evaluation processes from the ASCA Model in collaboration with school and site supervisor.

Assessments:

Student Journals

Bi-weekly Site Supervisor Share Sheets

Program Audit document from ASCA Model

Program Crosswalking document from ASCA Model

Other documents from the ASCA Model and A Guide to Practicum and Internship for School Counselors-in-Training

Other evaluations as determined by individual practicum instructors

P.2. Plans and presents school counseling related educational programs for use with parents and teachers (e.g. parent education programs, materials used in classroom guidance and advisor/advisee program for teachers.

Curricular Experiences:

Presents parent programs as needed per individual site with site supervisor collaboration

Presents Classroom Guidance lessons

Participates in advisor/advisee programs in collaboration with individual site supervisors in schools in which the opportunity exists for advisor/advisee

Student journal

Bi-weekly Supervisor Share Sheet

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Midterm and Final evaluations
Classroom Guidance Lesson Plans
Self-review, Peer Review, Site Supervisors review of Classroom Guidance Lessons.
Other evaluations as determined by Individual Instructor

Evaluation Methods: Individual faculty instructors may include additional assignments at their discretion. In that regards, the final grade will be assigned by the university supervisor in collaboration with the site supervisor. A “Satisfactory” grade indicates that all required forms and materials were completed and turned in, and that basic competency and readiness to enter the field of counseling is evident through the fulfillment of the ISP (Individual Supervision Plan). Site supervisors will complete a mid-term and an End of the Semester Evaluation. Additionally, the faculty supervisor/instructor will complete a summative Professional Counselor Performance Evaluation (PCPE) of your practicum work. A successful PCPE will have two or less ratings of zero on any items. If basic competency is not demonstrated in the course of one semester, attendance for individual or group supervision is not maintained, and/or all required forms/materials are not completed and turned in, an “Unsatisfactory” grade will be given.

NOTE: Regarding log forms, in the Spring of 2011, faculty agreed to include all supervision (site and faculty-led group supervision) as indirect hours in an effort to indicate the importance and relevance of your supervisory experiences.

Student Progress: The site and university supervisors will provide written and oral feedback concerning progress on the midterm/final evaluation forms as well as summative evaluation on your PCPE form. The written midterm report from the site supervisor is due by midterm. The same procedure is to be followed for your final report. PLEASE keep copies of all your paperwork as the CEP Department will maintain your records for a five year period and then shred them. .

Attendance Policy: Your attendance and subsequent participation are essential for your own learning and for other students; therefore attendance at EACH class meeting is required. It is your responsibility to contact the university supervisor PRIOR to any unavoidable absence, to discuss any missing hours. This is especially true due to the nature of this course and the limited meetings scheduled. **You must schedule and attend sixteen hours of individual/triadic supervision with the practicum supervisor in addition to the class meetings, as well as attending all calls meetings. Class attendance is expected at each scheduled session and your attendance is expected at each individual/triadic supervision session.**

Last Day to Drop the Course: Please see university schedule available at www.eku.edu for the appropriate dates.

Disability Statement: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859)

622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Statement: Students are advised that ECU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.ecu.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Official E-mail: An official ECU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this ECU e-mail address.

Course Requirements:

In COU 813, Professional Orientation and Ethics, all students are asked to sign both 1) a Student Agreement and 2) a Confidentiality and Legal Rights Policy Agreement. If you have transferred into this program and have not signed this agreement, you are required to do so immediately and to give your signed form to your instructor or to the Counseling and Educational Psychology Department Chair. These agreements are in place for all courses in this department and by remaining registered in this course and participating in this class you are verifying that you will honor these agreements. Copies of these agreements are located in the student handbook at http://www.education.ecu.edu/CEP/student_handbook/Agreement_Contract.pdf for your review.

Practicum students will complete 100 hours of field experience, 40 of which will be in direct counseling experiences and 60 will be indirect counseling experiences (see practicum information on the website for more details). REMINDER: LPCA/LPCC law from state to state may require different practicum/internship experiences. Please check the State Board of Counseling for Licensed Professional Counselors Website: (www.state.ky.us/agencies/finance/occupations/procounselors).

1. Tapes/recordings for Individual Counseling Sessions.

A minimum of six (10) recordings are required. Six tapes (6) recordings will be viewed during Group Supervision and four (4) will be viewed during individual supervision. (see list below). More tapes/recordings may be required as per individual practicum instructor. Different forms will be used to process the various types of tapes/recordings. Permission to tape must be obtained from the legal guardian/parent before taping is done.

The permission must be included with the recording before the recording can be shown in class. All recordings must be kept until the end of the semester and then must be destroyed. No student may be recorded in a counseling session of any type without express permission from the parent/legal guardian.

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Process for Individual Counseling Sessions

For individual counseling sessions the following will be required: (1) permission to tape, (2) a self-review completed by the student (3) Case Conceptualization and (4) Counseling Plan for this client, completed after consultation with the site supervisor on the Case Conceptualization. Students need to have checked all recording to make sure that sound quality, and view-ability exist before they are brought to class. Students must have their tapes/recordings ready when they have signed up for the class viewing. Students will also use the Presentation outline provided to present the client, as would be typical in a staffing, to the practicum group.

This is the step by step process for individual counseling sessions: permission to tape and to do counseling will be obtained from the parent/legal guardian and client. Student will view the recording and write a self-review using the (A) Student Counselor Session Evaluation Form, the student will view the tape with the site supervisor and the site supervisor will complete the (A) Student Counselor Session Evaluation Form. The practicum class and practicum instructor will view the recordings during group supervision and complete written feedback using the (A) Student Counselor Session Evaluation Form. Students need to make copies of all forms included in the syllabus. Students must collect results data from individual counseling sessions. Results data may be recorded on forms identified from their Comprehensive School Counseling Plan, created by students and site supervisors, or evaluation data following recommendations from the ASCA National Model.

Recordings should demonstrate at a minimum basic listening, clarification, summarization, empathy, genuineness, statements of confidentiality and limits of confidentiality, role statement by the student counselor, body language, appropriate counseling environment, and intent to build a collaborative, developmentally appropriate counseling relationship. Recordings must include at least one from each specific area below (1-7). Students will work toward increasing basic counseling skills in techniques such as Child-Centered, Brief-Solution Focused, Behavioral, Reality, and work on developing their own style of counseling.

1. Male student
2. Female student
3. Student from what might be described as diverse population in the context of a particular school setting
4. Career Counseling (group, individual, classroom guidance)
5. Group Counseling (minimum of ten hours direct and indirect)
6. Classroom Guidance (maximum of ten direct hours)
7. Consultation session with any school stakeholder (parents, principal, teachers, etc.)

2. Recordings for Group Counseling

Students are required to complete a minimum of ten (10) hours of group counseling. Permission to participate in group must be obtained from the client's parent/legal guardian. Groups may be small, two to three students. The main purpose is to gain experience with the mechanics of a group proposal/plan/manual, organizing, and managing a group, or what has been described as the executive function of leading groups. The ten hours includes all that is involved in the group process from developing the group plan/proposal/manual, and facilitating the group.

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It is recommended that school counseling students implement the group manual/plan/proposal that they developed in Group Counseling class if the topic is appropriate to the school setting, developmental levels, and needs of school children, and is aligned with the ASCA National Model domains, standards, competencies and indicators, and contains an evaluation of the group.

Students will complete an outline of their group proposal/manual and provide copies to each class member and instructor. Group class will view recordings of group work and give written feedback using forms included with syllabus (B) Group Counseling Feedback.

Students need to make copies of the forms included in the syllabus so they will have a form to use when viewing each student's recording.

3. Recordings for Classroom Guidance

Students complete a maximum of ten (10) hours of classroom guidance lessons. Students must make sure that only students who have permission to be recorded are included in classroom guidance recordings. This information is usually available from the school office and the Site Supervisor. Students must complete a (C) Classroom Guidance Lesson Plan which is consistent with ASCA Model domains, standards, and indicators. Copies of the Classroom Guidance Lesson must be made available for the Practicum Class and the Practicum instructor. Students will complete a Self-Review using the (D) Classroom Guidance Feedback form of their recording before showing the recording to class, Practicum Site Supervisors will view the tape and complete the (D) Classroom Guidance Feedback Form, and the Practicum class will also complete the (D) Classroom Guidance Feedback Form after viewing the recording. Students need to make copies of the forms included in the syllabus.

4. Recordings for Consultation

Students complete a minimum of one (1) consultation recording with parent, principal, teacher, or other school stakeholder. Students will identify a model of consultation and write a one page summary of the consultation session using the consultation model as a basis for discussion.

5. Bring a completed Bi-weekly Site Supervisor Share Sheet to class on each on campus class night.

6. Complete a Practicum Notebook consisting of all forms used in practicum: course syllabus, feedback information, copy of practicum application, signed copies of ethical guidelines from ASCA, ACA, and ASGW, and other documents and materials from class and as developed by individual practicum instructors. The Notebook and forms are reviewed at each supervision session.

7. Feedback Process

Students bring a written self review to accompany each recently recorded individual counseling session, group session, or classroom guidance session. Students give a summary of the recording before showing the recording. The recording is then viewed and collectively critiqued by the class and instructor. It is vital that recordings be checked for sound quality.

8. Compile or identify a Community Resource Guide or Directory for referral and resource purposes.

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Any recording the class has to struggle to hear or see will not be shown. View the recording and check the technology prior to bringing it to class to help with self-evaluation and check sound and picture quality. Site supervisors need to review and provide written feedback on all recordings. Peer review is completed by the class using the forms provided and through discussion. Students keep all feedback documents in their practicum notebook.

8. Complete a Counselor Portfolio following the outline given in class.
9. Students read and sign ethical guidelines of ACA, ASCA, and ASGW.
10. Students present the ASCA Model to any school stakeholders, and present a signed statement by those who heard the presentation to include the date, and summary of the experience.
11. Students will read, present chapters from and complete activities in A Guide to Practicum and Internship for School Counselors-in-training.
12. Students will spend time at the beginning of the semester getting oriented to their practicum site.

Time and Activities Log

This refers to the direct, indirect, and summary log. The summary log is to be completed each week. All hours will be recorded on a time and activities log. This log must be signed weekly during supervision by the site supervisor to verify your hours. This log will be formally evaluated by university instructor at midterm and will be collected as a part of the final evaluation at the end of the course. (Please keep a copy for your personal files. After five (5) years any paperwork of yours held by the CEP Department will be shredded. Do not record any client names or identifying information for the purposes of maintaining confidentiality.

Site Contact

Your university supervisor will be in communication with your site supervisor regularly during the semester. The Bi-weekly Site Supervisor Share Sheet will be used for site supervisors to give feedback and should be filled out bi-weekly and shared with University supervisor. Faculty members and site supervisors can maintain regular contact over the course of the semester via email and/or phone. Site supervisors are expected to attend the Site Supervisor training provided by the department. Any problems at your site or with your site supervisor should be reported immediately to the University Supervisor. When issues occur on your site, generally the first supervisor to consult is your site supervisor, and then if the issue is not resolved or more assistance is needed, contact the University Supervisor. In the event that neither the site supervisor, and the university supervisor are not available, contact the department chair for assistance.

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Week 1	Introduction to the class, syllabus review and overview of the semester; Review of Counseling Concepts: Suicide, Threat Assessment, Duty to Warn.
Week 2	Professor's preferred model of group supervision
Week 3	Professor's preferred model of group supervision
Week 4	Professor's preferred model of group supervision
Week 5	Professor's preferred model of group supervision
Week 6	Professor's preferred model of group supervision
Week 7	Professor's preferred model of group supervision
Week 8	Professor's preferred model of group supervision
Finals week	

College of Education Professional Education Program Model:
EKU Professional Education Model:
Effective Educators as Effective People