

Practicum in School Counseling

The University of Toledo

**Counselor Education Program, School of Intervention and Wellness, College of Health and Human Services
COUN 5190**

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Office Hours: By appointment

Office Location: via WebEx

Instructor Phone: 419-530-2904

Offered: Fall 2020

Class Location: Blackboard Collaborate

Class Day/Time: Monday, 4:00- 7:40pm

Credit Hours: 4 CR HRS

A note about recent events: Over the past six months, the U.S. has experienced both the emergence of the global COVID-19 pandemic and the painful consequences of long-endured violence against the Black community in the United States. These events have caused (and continue to cause) fear, stress, and pain for many members of our community, and will continue to impact each of us in various ways throughout this term. Under these circumstances, it is completely normal to feel overwhelmed, anxious, and/or to have difficulty concentrating. I have designed this course with these challenges in mind and am committed to continuing to work with all of you to create a positive and supportive learning environment throughout the term. If recent events are impacting your health, well-being, or schoolwork, I encourage you to make use of the resources the University of Toledo provides, which I have included in this syllabus.

COURSE DESCRIPTION

Practicum will meet as a class every Monday via Blackboard Collaborate. Students receive supervised, practical experiences in providing individual and group counseling services to clients. Performance of counseling skills; relationship skills; intervention techniques; documentation skills; and professional, ethical, and legal conduct is expected. The faculty of this program regard the practicum in school counseling as the first opportunity to gain a sense of the day-to-day roles and functions of school counselors. This course is a supervised practicum at either an elementary, middle or high school site. The principal objective of the practicum is to provide an opportunity for integration of knowledge and skills in a school setting. Applying theory and counseling skills under competent supervision enables students to make the necessary transition from graduate school to an actual work setting. When the transition is made with adequate supervision, students gain competence and confidence in the delivery of counseling services. The reality of the practicum setting provides the necessary bridge between training and professional competence.

In addition to preparing students for transition into the world of work, the practicum program is beneficial to the educational setting. Students are expected to bring to the staff an enthusiasm and willingness to learn as well as integrated counseling knowledge and skills. It is expected that Master's students in counseling will have supervised responsibilities appropriate to a novice counselor and cumulating in responsibilities similar to regular staff members, thereby contributing substantially to the functioning of the particular counseling setting.

The basic assumption underlying all practicum arrangements is that the primary focus of each setting is the welfare of its clients. We assume that all practicum activities are to be conducted within the context of responsibility for client welfare and the ACA and ASCA Ethical guidelines for professional school counseling practice.

Prerequisites:

1. A grade of **B** or better in the following courses:
 - a. COUN 5010 Professional Orientation to School Counseling
 - b. COUN 5130 Group Counseling
 - c. COUN 5140 Counseling Theories and Techniques

2. All students must provide evidence that they are currently covered by liability insurance before they will be permitted to enroll in the Counseling Practicum.

All students must have read, understand, and adhere to all policies set forth in the Practicum Manual for Counseling Master’s Students enrolled in COUN 5190.

COURSE FORMAT:

Practicum will meet as a class every week in the lab- via Blackboard Collaborate. Small group supervision will occur during class meetings and individual supervision will be required outside of class time. Class time will be divided between case presentations, ethics discussions, and role plays reviewing counseling techniques. Each student will have the opportunity to provide an overview of their current cases and raise questions for discussion. Additionally, this course will be enhanced via the Blackboard 9 online system; lecture notes, handouts, video/audio clips, etc will be posted online. **NOTE: A developmental progression is expected, and growth should be visible across the course of the semester in each of the Student Learning Objectives listed below:**

COURSE CRITERIA:

This course meets the following criterion set forth by the 2016 CACREP Standards. This course includes the learning objectives found in Section 2: Counseling curriculum; Section 3: Professional Practice; and Section 5: School Counseling Specialty Areas

(Primary) Student Learning Outcomes	CACREP Standards	Method of Assessment
Professional Practice	Section 3	
Students are expected to be covered by individual professional counseling liability insurance policies while enrolled in practicum and internship	3.A	Current Copy of Liability Insurance

Students will use video recordings and/or live supervision of students' interactions with clients	3.B	Recordings/Live Supervision Form
Students will integrate and apply counseling knowledge as part of the student's practicum and internship experience	3.C	Mid-term/Final Evaluation
Students will use and report a variety of professional activities and resources, including technological resources, during their practicum and internship	3.D	Goal Paper
Students will practice individual counseling skills during practicum and lead or co-lead a counseling or psychoeducational group	3.E	Recordings Transcript Form Student Logs Goal Paper
Practicum	Section 3	
Students are expected to complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks	3.F	Student Logs
Students are expected to complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.	3.G	Student Logs
Students are expected to have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.	3.H	Student Logs
Students are expected to participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	3.I	Student Logs
School Counseling Specialty Areas	Section 5	
Students are expected to accept feedback and utilize role of counseling supervision in the profession	F.1.m	Site & University Supervisor Feedback
Students will describe and identify school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	G.2. e.	Recordings Transcript Form/ Crisis Evaluation Plan
Students will identify and create a list of community resources and referral sources	G.2. k.	Case Analysis
Students will apply techniques of personal/social counseling in school settings	G.3. f.	Recordings Transcript Form Case Analysis
Students will demonstrate skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	G.3. h.	Recordings Transcript Form Case Analysis

(Secondary) Student Learning Outcomes	CACREP Standards	Method of Assessment
Professional Orientation and Practice	Section 2	
Students will describe the role and process of the professional counselor advocating on behalf of the profession	F.1.d	Role Play/ Case Analysis
Students will demonstrate advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	F.1.e	Role Play/ Case Analysis
Students will discuss strategies for personal and professional self-evaluation and implications for practice	F.1.k	Goal Paper Case Analysis
Students will develop self-care strategies appropriate to the counselor role	F.1.1	Goal Paper
Social and Cultural Diversity	Section 2	
Students will examine the effects of power and privilege for counselors and clients	F.2.e	Role Play/ Case Analysis
Students will examine help-seeking behaviors of diverse clients	F.2.f	Role Play/ Case Analysis
Students will strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	F.2.h	Role Play/ Case Analysis
Human Growth and Development	Section 2	
Students will systemic and environmental factors that affect human development, functioning, and behavior	F.3.f	Role Play/ Case Analysis
Students will report effects of crisis, disasters, and trauma on diverse individuals across the lifespan	F.3.g	Crisis Evaluation Plan
Counseling and Helping Relationships	Section 2	
Students will use a systems approach to conceptualizing clients	F.5.b	Case Analysis
Students will examine counselor characteristics and behaviors that influence the counseling process	F.5.f	Case Analysis
Student will demonstrate essential interviewing, counseling, and case conceptualization skills	F.5.g	Case Analysis
Students will apply developmentally relevant counseling intervention plans	F.5.h	Case Analysis
Students will observe the development of measurable outcomes for clients	F.5.i	Case Analysis
Students will research and use evidence-based counseling strategies and techniques for prevention and	F.5.j	Case Analysis
Students will review strategies to promote client understanding of and access to a variety of community-based resources	F.5.k	Goal Paper
Students will suicide prevention models and strategies	F.5.1	Role Play/Case Analysis

Students will discuss crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	F.5.m	Crisis Evaluation Plan
Students will examine processes for aiding students in developing a personal model of counseling	F.5.n	Case Analysis

Overview of Course Grade & Assignments:

Final grades of Satisfactory (S) or Unsatisfactory (U), in the practicum are based on demonstration of appropriate counseling skills, case management/presentation, and ethical practice with clients relevant to Student Requirements/2016 CACREP Standards. Additionally, attendance, participation in class, individual supervision, and completion of all course assignments listed below will be factored into the final grade.

- 1) **Participation:** Students are expected to devote **ONE FULL DAY EACH WEEK AT YOUR PLACEMENT SITE** for a minimum total of 12 days and 12 weeks in professional school counseling settings designated by the School Counseling program (CACREP STANDARDS: 3.F.). Any exceptions to this need to be approved by Dr. Dari prior to the start of the placement. Students are subject to school district policies regarding school hours and notifications about illness, emergencies, bad weather, etc. **If you are absent, arrive late or leave early from your site you MUST notify your site supervisor and your university supervisor, Dr. Tahani Dari by e-mail of the event. All non-emergency absences need prior approval and permission from Dr. Dari. Two or more absences (including classes) will result in starting the remediation process with the entire faculty. Students must also fulfill all 2016 CACREP Student Requirements (direct hours, indirect hours, supervision, etc) listed below to pass this course.** Participation is a pass/fail grade.
- 2) **Individual University Supervision:** Students are required to **meet weekly** (at a mutually chosen time) with their individual university supervisor, who is a doctoral student in counselor education. This experience will last one (1) hour and will be logged in university supervision hours (See hours logs form on BB). Students are expected to be on-time and prepared to weekly supervision with their individual supervisor. This supervision may be one on one or triadic (one doctoral supervisor and two student supervisees). In this supervision, supervisors will work with students to develop their individual skills, assist in professional development, review students' three recordings (utilizing Appendix B), and assist students with other supervision issues as needed. The doctoral student supervisor will work with the course instructor and clinical coordinator of services to monitor and assess student development. To document these weekly meetings students must complete (and have their supervisor sign) a weekly supervision log (see below).
- 3) **Liability Insurance (CACREP STANDARD: 3.A.):** Each student is required to purchase liability insurance for this course. Liability insurance can be purchased through organizational student membership in ACA. Please print off your policy and provide a hard copy to Dr. Dari by the end of week 1.
- 4) **Evaluation of Performance (CACREP STANDARD: 3.C.):** The student, the site supervisor and the university supervisor will discuss four performance dimensions during site visits and/or phone contacts. For more specific detail please see the practicum mid-term and final evaluation form. These performance dimensions are:
 - a. Professional manner: including attendance, completing tasks on-time, etc.

- b. Personal relationships with students, staff, and site supervisor
- c. Skills demonstrated in individual interventions, group interventions, classroom guidance, and consultation and related activities
- d. Knowledge about the field and the systemic culture of the school

Students must turn in both a Midterm and Final Performance Evaluation form. These evaluations are completed by the site supervisor. In addition, students must obtain at least a **G (Good)** in all areas on the final School Counselor Performance Evaluation to receive a “**Pass**” in this course. This evaluation is administered by your school counseling supervisor.

- 5) **Student Log:** Keep a chronological log of daily practicum activities, including preparation and supervision (CACREP STANDARDS: 3.F; 3.G.). This includes hours completed during the school day as well as hours spent in preparation for school and internship class. Practicum students are expected to complete 100 hours; 40 direct hours and 60 indirect hours. Do not forget to include your supervision hours! Students will turn in bi-weekly supervision logs (see BB and Appendix A) signed by their **site and university individual supervisor** starting on week three (and every subsequent week; two forms due per week). *This requirement addresses CACREP standard 3H.*
- 6) **Student Evaluation of Supervision:** Students must complete the Student Evaluation of Supervision form.
- 7) **Recordings (CACREP STANDARD: 3.B.):** Students are to provide the twenty-minute video recordings to the group on their assigned date(s). This recording will be used to provide feedback to the practicum student on their skills and help the student conceptualize new ways to work with their client(s). Please see the student video feedback form on BB and Appendix B to be completed by supervisors (and student observers in the cases of triadic supervision). These forms will be turned into the instructor and filed in the students’ clinical file for each recording.
- 8) **Case Conceptualization (CACREP STANDARDS: 2.F.1.k.; 2.F.5.b.; 2.F.5.f.; 2.F.5.g; 2.F.5.h.; 2.F.5.i.; 2.F.5.j.; 2.F.5.n.):** Students will be asked to provide a detailed conceptualization of two of their cases (see Appendix C). These exercises are to evaluate knowledge and applicability of ethical/legal issues, case conceptualization, and intervention planning, theoretical orientation and subsequent use of interventions, understanding diverse/multicultural issues, and referral processes. All cases should be anonymized (i.e., use of initials or pseudonym) to ensure confidentiality. See case conceptualization format on blackboard for guidance.
- 9) **Development of Goals for your practicum experience. (CACREP STANDARD: 2.F.1.k.; 2.F.1.l.; 3.D.; 3.E.; 5.G.3.c.; 5.C.3.h.; 5.C.3.i.; 5.C.3.j.)** You are expected to develop seven to nine goals with specific objectives for this semester. These goals and objectives should be observable and measurable and planned with your site and university supervisors for completion during the semester. Goals are due to your university supervisor the week 3. At the end of the semester you will be required to write a 5 to 6 page paper addressing the completion of your goals.

Additionally, your goals should follow the objectives outlined for this course and need to include the following aspects:

- a. Individual counseling outcome goal
- b. Co-facilitation/Facilitation of a counseling or psychoeducational group.

- c. Classroom guidance lessons, lesson development, classroom management and differentiated instruction.
- d. Professional development goal
- e. Understanding educational technology used within the school
- f. Working professionally within the school system with special education, teachers and administrators (ie. 504 plans, IEPs, etc).
- g. Academic transitions into higher grades or post-secondary options.
- h. Self-care goal

10) This course also covers the role and responsibilities of a school counselor in responding to school-wide crisis (CACREP STANDARDS: 2.F.3.g.; 5.G.2.e.). You will be expected to complete an assignment for this portion of the course.

- a. Evaluation of your school crisis intervention plan. You are being asked to interview the principle and school counselor at your practicum site about their approached and role in a school crisis intervention plan. Determining your schools current crisis intervention plan. Find your schools current crisis intervention plan. Conduct an interview with a school administrator or school counselor about their roles/responsibilities in carrying out the crisis intervention plan. You will provide an oral report in class.

11) **Transcript of Counseling Session:** Students will turn in **two (2) transcripts** of a ten-minute portion of a counseling session of their choice (see dates on course schedule). These transcripts will show adequate counseling microskills. A five column format will be utilized (see blackboard and Appendix D) which will include a summary of client statements, verbatim counselor responses, labeling of counseling skill used, an alternative response, and counselor reflections. Students will receive instructor feedback on this transcript; students may revise and resubmit the transcript or be required to complete another transcript to meet standards of this assignment. Adequate completion of this assignment is identified as follows:

- a. Complete summary of CL statements and accurate exact verbatim counselor responses for a 10-minute counseling session. (columns 1 and 2)
- b. Correct identification of CL core problem and CL core affect.
- c. Correct identification of all counseling skills used (column 3)
- d. An appropriate alternative counseling skill used for every CL/CLR exchange (column 4)
- e. Adequate and clear personal and professional CLR reflection (column 5)

Student Requirements/2016 CACREP:

- 1) Practicum requires a **minimum of 100 hours** of counseling work. To obtain this requirement, students typically conduct individual and group counseling sessions each week. These are scheduled outside of class time. You must document **at least 40 hours of direct individual client service**. The balance of the required hours may be earned through individual and group supervision, case documentation, and session preparation. An evaluation form is to be completed by the site supervisor on completion of the direct counseling hours is required. A site supervisor must be a Licensed Professional Clinical Counselor with a Supervisory endorsement (PCC-S). **Failure to complete the minimum 100 hours total, 40 hours of direct hours (individual AND group), evaluations, and/or any required paperwork will result in a failing/unsatisfactory grade.**

- 2) Each practicum student will participate in at least **one hour of individual or group site supervision*** and a **minimum average of 1½ hours of university/in class group supervision each week.** (2016 CACREP STANDARDS: 3.H.,; 3.I.) at the conclusion of which the student shall receive formal performance evaluations. **Failure to engage in appropriate clinical supervision and/or being unprepared for supervision more than one time will result in a failing grade and/or removal from the course.** Supervision hours will be documented on a specific form; ***12 individual/group site supervision hours are the requirement.**
- 3) Each practicum student will participate in in-class discussions, case consultation, case presentations/evaluations, course assessment techniques (CAT's), and **additional supervisory experiences as directed by the instructor.**
- 4) Each practicum student will observe ethical standards in working with clients and when discussing cases in class. It is particularly important that cases not be discussed outside of class. Whenever there is any question as to the safety or welfare of the client or when the client presents potential danger to others, the instructor must be notified and the counselor should take sufficient action to protect the client and others.
- 5) Each practicum student will respect confidentiality. Let your client know that you m be discussing his or her case outside of the time you have together. These discussions will occur with your site supervisor and, anonymously, with university faculty and co-students. Be sure to respect confidentiality outside the session. Do not discuss clients in public or outside of practicum class.
- 6) DO NOT see clients outside of the clinic. Failure to comply with this requirement may result in removal from the practicum and possible termination from the program.
- 7) Each practicum student will always obtain permission from the appropriate persons for conducting counseling sessions.
- 8) Students will be given the opportunity to formally evaluate their supervisors and learning experiences at the end of the practicum experience.
- 9) Students are required to be covered by professional liability insurance. ACA is one source for professional liability insurance.
- 10) Appropriate practicum forms must be completed prior to starting this course. If not, note that you will not be eligible for this semester. All forms are listed in the Practicum manual located on the department website: <http://utoledo.edu/hshs/cesp/>. **If you have questions, ask your instructor!!**
- 11) Incompletes: Grades of PR or I shall be given at the instructor's discretion. It is **expected** that all students will complete course requirements prior to the end of the semester.

REQUIRED INSTRUCTIONAL MATERIALS

Department of Counselor Education & School Psychology, The University of Toledo. (2013). *Practicum counselor's manual*. Toledo, OH: Author. <http://www.utoledo.edu/hhs/counselor-education/4Students.html>

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

American School Counselor Association. (2016). *Ethical Standards for American School Counselors*.

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Studer, J. R. (2016). *A Guide to Practicum and Internship for School Counselors-in-Training*, Second Edition. New York: Routledge.

Recommended Texts:

American Psychological Association. (2020). Publication manual of the American Psychological Association. (7th ed.). Washington, DC: Author.

Erford, B.T. (2015). *40 techniques every counselor should know (2nd ed.)*. Upper Saddle River, New Jersey: Merrill.

UNIVERSITY POLICIES:

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance](#).

Academic Accommodations

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the [Student Disability Services Office](#).

COURSE POLICIES:

The counseling program expects students to adhere to the highest standards for professional comportment at all times throughout their enrollment in this program. To this end, those associated with the counseling program must display professional maturity, competence in their scope of practice, and personal and ethical integrity in every facet of the clinical and educational setting.

Students are required to practice diligence and discretion in client-counselor relationships as well as faculty-student relationships. Some attitudinal or behavioral patterns that may elicit concerns as to the student's ability to continue in the counseling program may include, but are not limited to, breaching client confidentiality, becoming sexually involved with a client, performing clinical skills outside of one's scope of ability, academic dishonesty, revealing a lack of concern or compassion in practice, and disobeying or showing disrespect for others (e.g., faculty, professional colleagues, and fellow students).

- 1) **Cheating and Plagiarism:** Any student found cheating on a test or assignment or any student who represents the work of another person as his or her own on any of the papers, projects, presentations, or assignments will be subject to penalties ranging from a grade of zero (0) on the assignment to an F in the course to expulsion from the University. All students are subject to the University Policy Statement on Academic Dishonesty in the current Catalog and the Department Policy on Plagiarism which is posted on the Department website.

- 2) **Attendance and Participation:** It is the student's responsibility to keep up with lectures and assignments, and to contribute to class discussions and assignments. Students will have one excused absence (regardless of reason) from this class. Any additional absences will impact students' ability to successfully pass COUN 5190, based on supervision requirements outlined by the program and CACREP.
- 3) **Electronic Devices:** Students have the instructor's permission to record lectures as long as this can be done unobtrusively. Ringing and beeping pagers and cell phones are disruptive to the classroom learning environment. As a courtesy to others, I expect students will turn off audible signals for these devices while attending class.
- 4) **Laptop Computers, PDAs, Smart Phones, Etc.:** Students may use laptop computers to take notes in class, when appropriate. The instructor considers it disrespectful, however, when students use laptops, an cell phones to check email, surf websites, or send/receive text messages during class time. Any student who experiences the need to text or email during class time should leave class until such time as the student is able to fully participate in and contribute to the learning process. Students in violation of this policy will be asked to leave class to tend to their business. "Ability to return" will be determined by conference between the student and the instructor.
- 5) **Confidentiality:** Given the nature of counselor education, there will be the need to use examples or demonstrations during the course of instruction. Students will be expected to maintain confidentiality and to respect the right to privacy of others and their fellow students. The ability to demonstrate respect of others in class is an important barometer of how you will relate to co-workers and clients in practice. Remember this is a professional education and training program. You are expected to behave accordingly. In addition, test security will be honored since there will be demonstrations of actual instruments.
- 6) **Drop/Withdrawal:** Students who drop or withdraw from the course must notify the instructor in writing. Failure to notify the instructor shall result in the student being considered absent without leave from the class and the student shall be considered responsible for all work missed.
- 7) **Special Needs:** Students who require individualized arrangements for taking tests, taking notes, completing assignments, or any other aspect of the class should discuss these needs with the instructor. Every effort will be made to make reasonable accommodations to facilitate student learning and performance in the course.
- 8) **ADA Compliance:** The University of Toledo provides educational opportunities to people with disabilities and complying with the ADA, Section 503 and Section 504 of the Rehabilitation Act of 1973 ("the Rehabilitation Act") and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. UT Policy Number 3364-50-03 (Martin)
- 9) **Email:** The University of Toledo issues each student an official UT email address. This email address usually takes the form of **firstname.lastname@rockets.utoledo.edu**. All email communications about this class will be sent to and all communications from students should be sent from your official UT email address. Students will be expected to check this address regularly for official communications about this class. Email communications about this class will not be sent to personal email accounts and communications from personal email accounts may be blocked by UT spam filters. **Student emails may not be answered between 5p on Friday through 8a on Monday.**

Contact Information:

Office of Accessibility; Rocket Hall

Room 1820

Phone: 419.530.4981

- 10) **Weather:** In the event of a major snow or ice storm or other inclement weather, the University will announce class cancellations, delay of classes and changes to administrative office hours through the UT Alert text messaging system, e-mail, the UT home page at utoledo.edu, myUT.utoledo.edu, the UT snow line, 419.530.SNOW (7669), and on local radio and television stations. You can sign up for UT Alert at <http://myUT.utoledo.edu>. The University's policy is to remain open whenever possible to minimize interruption of teaching and research. It is also the University's policy that the hospital never closes.
- 11) **Student Evaluations:** At the conclusion of the academic term, students will have an opportunity to evaluate the instructor and the course. This is done anonymously and used as a means to improve instruction, course content, and the overall curriculum. Your comments, suggestions, and feedback are taken seriously and contribute significantly to course and program improvement. You are strongly encouraged to complete a course evaluation.
- 12) **Course Changes:** The course schedule, requirements, procedures, contents, etc., are subject to change by the instructor during the semester. Students will be apprised of any changes during regular class meetings.
- 13) **Diversity and Inclusion:** In concert with the University of Toledo's values and expectations, the faculty within the College of Social Justice and Human Service upholds the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse faculty, staff, and students; to challenge stereotypes; and to promote sensitivity toward diversity and foster an environment of inclusion in all curricular and extra-curricular activities. Hence, all students enrolled in this course will be expected to:
 - Be considerate of the thoughts and ideas of others
 - Promote a collaborative and supportive educational environment in a community of ideological, physical or ethnic differences
 - Treat every individual with kindness, dignity, and respect regardless of:
 - Gender,
 - Race/ethnicity,
 - Religion,
 - Sexual orientation,
 - Impairment(s)/Disability(ies),
 - Social economic status,
 - Political views, and
 - Other element(s) of uniqueness

Safety and Health Services for University of Toledo Students*

Please use the following links to access more information on campus safety and health services:

- Campus Safety: <https://www.utoledo.edu/publicsafety/>
- Counseling Center: <https://www.utoledo.edu/studentaffairs/counseling/>
- University Health Centers: <https://www.utoledo.edu/healthservices/student/>

Course Schedule

Date	In-Class Activities	Required Readings/Blackboard	Assignment Due Dates
8/17 week 1	Introduction to course/Ethics <ul style="list-style-type: none"> • Review syllabus/forms • Review practicum description and requirements • Review legal and ethical issues for beginning individual and group counseling, e.g., informed consent and confidentiality • Sign up for presentations • Goal setting activity 	Syllabus	<p>*Turn in Site Agreement & liability insurance (if not already completed)</p> <p><i>*Logs due weekly as well from site and individual supervisors (Appendix A)</i></p> <p><i>*Reply to weekly discussion post on blackboard by Wednesday midnight and two of your peers by Friday</i></p>
8/24 week 2	Getting Started: Clinical Experiences a School Counselor-in-Training <ul style="list-style-type: none"> • Check-in • Understanding the School Culture • Overview of Supervisory Practices 	The Practicum/ Internship Handbook ASCA 2016 School Counseling Ethical Standards ACA 2014 Counseling Ethical Standards	Reply to discussion post on blackboard by Wednesday midnight and two of your peers by Friday
9/31 Week 3	Ethical and Legal Issues <ul style="list-style-type: none"> • Check-in • Part I: Applying the ACA and ASCA Ethical Standards to Clinical Experiences • Risk assessment of aggression, danger to self/others, suicide and self-inflicted harm • Role Play 	Blackboard Module	Video recording (1) Practicum Goals Due Logs Due
9/7 week 4	<ul style="list-style-type: none"> • NO Class (Labor Day) 		
9/14 week 5	<ul style="list-style-type: none"> • Micro skills Review/Practice • School Counselor roles & Responsibilities in relation to school emergency management plans, and crises, disasters, and trauma • Case presentations 	Blackboard Module	Crisis Evaluation Plans Due
9/21 week 6	Counseling Process <ul style="list-style-type: none"> • Check-in • Techniques of personal/social counseling in school settings • Case Study • Case presentations 	Blackboard Module	Logs Due
9/28 week 7	Culturally Competent School Counselors: Working with Diversity <ul style="list-style-type: none"> • Check-in • Advocacy Competency Domains 	Blackboard Module	<i>Appendix B: Recording/live supervision Feedback Form (1)</i> Logs Due

	<ul style="list-style-type: none"> • Role Play • Case presentations 		
10/5 week 8	Consultation, Collaboration, and Encouraging Stakeholder Involvement <ul style="list-style-type: none"> • Check-in • Community resources and referral sources • Role play • Case Presentation 	Blackboard Module	Video recording (2) Logs Due Mid-Term Evaluations Due
10/12 week 9	Examining the connections between social, familial, emotional, and behavior problems and academic achievement <ul style="list-style-type: none"> • Check-in • Case Study • Case Presentations 	Blackboard Module	Logs Due Appendix D-Transcript (1)
10/19 week 10	Continue examining the connections between social, familial, emotional, and behavior problems and academic achievement <ul style="list-style-type: none"> • Check-in • Case Study • Case Presentations 	Blackboard Module	Logs Due
10/26 week 11	Data Driven Decision Making in Schools <ul style="list-style-type: none"> • Check-in • Group activity • Share group experience • Core Curriculum/Classroom Guidance • Case Presentations 	Blackboard Module	Logs Due
11/2 week 12	College and Career Readiness <ul style="list-style-type: none"> • Check-in • Promoting academic achievement & increasing graduation rates • Transitioning into the workplace • Role Play • Case Presentations 	Blackboard Module	Video recording (3) Logs Due
11/9 week 13	Counselor Self-Care <ul style="list-style-type: none"> • Check-in • Burnout, limitations • Wellness/self-care • Case Presentations 	Blackboard Module	<i>Appendix B: Recording/live supervision Feedback Form (2)</i> Logs Due
11/16 week 14	Class exercise and group feedback Termination/Closure issues <ul style="list-style-type: none"> • Check-in • Group Activity • Role Play • Case Presentations 	Blackboard Module	Appendix D: Transcript (2) Logs Due

<p>11/23 week 15</p>	<p>Preparing for the Internship Experience</p> <ul style="list-style-type: none"> • Check-in • Review Required Paperwork for internship • Preparation for School Counseling exam • School Counseling Organizations • Final Case Presentations 	<p>Blackboard Module</p>	<p>Appendix C: Case Conceptualization Paper Logs Due</p>
<p>11/30 week 16</p>	<p>Individual Evaluation Sessions</p> <ul style="list-style-type: none"> • Final Paperwork (no class) • Course Evaluations 		<p>Final Portfolio Due: <i>See Checklist Form on Blackboard (Includes Goal Paper)</i></p>

Topics and schedule subject to change at the instructor's discretion

Appendix A: Supervision Log

**Bi-Weekly Supervision Log
Practicum in School Counseling
COUN 5190**

Student:

For the week of: _____ **to** _____

Directions: The site supervisor and student are to complete this form bi-weekly during clinical supervision. Student should retain a form to be turned into their university supervisor. Site supervisors may wish to make a copy for their own records. It is expected that students will develop and gain mastery of skills over the course of the practicum semester.

A: Functions extremely well and/or independently

B: Functions adequately and/or requires occasional supervision

C: Requires close supervision in this area and/or inadequate performance

N/A: Skill not assessed at this time

Training Activities

- | | |
|---|---|
| _____ Intake interviewing | _____ Individual Counseling |
| _____ Group Counseling | _____ Testing Administration/Interpretation |
| _____ Report Writing/Documentation | _____ Consultation with other professionals |
| _____ Psychoeducational Activities | _____ Career Counseling |
| _____ Family/Couple Counseling | _____ Case Conceptualization/Case Staffing |
| _____ Interventions | _____ Basic Counseling Skills |
| _____ Video/live supervision & Feedback | Other: _____ |

Professional Development

- | | |
|---|---------------------------------|
| _____ Awareness of Strengths/Weaknesses | _____ Engagement in Supervision |
| _____ Attendance/Punctuality | _____ Professional Comportment |
| _____ Collegiality with Colleagues | _____ Other: _____ |

Additional Comments:

Supervisor Signature

Date

Appendix B: Live Supervision Form

Student Counselor: _____

Date: _____

Evaluation Type: Supervisor Rating

Rating Scale:

1 = Unsatisfactory – not demonstrating skill – no self-awareness (U)

2 = Not Demonstrating skills but aware of the problem (ND)

3 = Skill Demonstrated – but requires refinement (SD)

4 = Satisfactory Skill Demonstration – awareness of strengths and areas for growth (S)

NA = Not Applicable – not demonstrated in this role play

Core Area	Item	Rating
1. Verbals and Non-verbals	a. Eye Contact	
	b. Vocal Quality	
	c. Verbal Tracking	
	d. Body Language	
2. Questioning	a. Limited use of closed questions unless necessary	
	b. Limited use of Why? Or how does that make you feel? Questions	
	c. Open questions to elicit more information	
3. Active Listening	a. Encouragers	
	b. Paraphrase	
	c. Summarize	
4. Empathy	a. Reflection of feeling	
	b. Reflection of meaning	
5. Silence	a. Able to tolerate silence	
	b. Allows client to break silence	
6. Confrontation	a. Identifies discrepancies in session (verbal and non-verbal)	
	b. Appropriate use of technique	
7. Cultural Competency	a. Addresses cultural differences in session	

	b. Demonstrates appropriate cultural sensitivity in session	
8. Supervision	a. Accepts feedback from peers and supervisor	
	b. Incorporates feedback into sessions	

Strengths:

Areas for Growth:

Supervisor Signature: _____

Date: _____

Appendix C: Case Concept Form

COUN 5190: Case Conceptualization

Counselor Trainee:

Student Identifying Data:

Age:

Gender:

Racial/Ethnic Identity:

Partner Status:

Living Situation:

Manner of dress:

Physical Appearance:

General Self-Presentation:

(Include any other demographic information that you may think is appropriate to the case, such as sexual identity, spirituality, etc.)

Student Biopsychosocial Assessment and Mental Health History: How has student been assessed in the past? Describe when/where/how the DA was conducted (review that documentation in the file) and if any other more formal assessment measures were/are being used (i.e., BDI). If no assessments have been used identify assessments that may be helpful to enhance your case conceptualization. Describe the student's mental health history in detail.

Student Screening for Addiction, Co-Morbidities, Homicidality, Suicidality, and Trauma: Identify how you have screened the student for these factors and the results of those screenings.

Student Diagnosis or Provisional Diagnosis: List diagnos(i/e)s here to include possible v-codes and environmental factors of note. While school counselors may suspect the presence of learning difficulties or other conditions such as ADHD, they are not licensed to diagnose. This information is used to conceptualize students' concerns.

Student Presenting Problem: This section should include a listing of the problem areas, from the student's perspective, noting particularly the student's view of their order of importance. Suggested items to focus upon: (a) Was there a precipitating set of circumstances?; (b) How long has/have the problem(s) persisted?; (c) Has/have this/these problem(s) occurred before?; (d) What were the circumstances at the time?

Relevant History/CLR History with Student: This section will vary in comprehensiveness according to depth and length of intervention and will vary in focus according to theoretical orientation and specific nature of the problem is.

Student Interpersonal Style: This section should include a description of the student's orientation toward others in their environment and should include two sections: (a) Is there an overall posture they take toward others? What is the nature of their typical relationships? (b) How is the student's interpersonal stance manifested specifically within the therapeutic dyad? What is the student's interpersonal orientation toward the counselor?

Student Environmental Factors: (a) Elements in the environment which function as stressors to the student. Both those centrally related to the problem and more peripheral stressors. (b) Elements in the environment which

function as support for the student; friends, family, living accommodations, recreational activities, financial situation.

Student's Family History: (a) What is the composition of the student's family? (b) How is the student's thoughts, feelings, and behaviors shaped by their family culture? (c) What is the family's involvement with the school to as it relates to enhancing the students' academic and social performance, attendance, academic and career development, and student resilience?

Student Personality Dynamics:

- A. Cognitive Factors: This section will include any data relevant to thinking and mental processes such as: (a) intelligence; (b) mental alertness; (c) persistence of negative cognitions; (d) positive cognitions; (e) nature and content of fantasy life; (f) level of insight-student's "psychological mindedness" or ability to be aware and observant of changes in feeling state and behavior and student's ability to place their behavior in some interpretive scheme and to consider hypotheses about their own and other's behavior; (g) capacity for judgment- student's ability to make decisions and carry out the practical affairs of daily living.
- B. Emotional Factors: (a) typical or most common emotional states; (b) mood during interview; (c) appropriateness of affect; (d) range of emotions the student has the capacity to display; (e) cyclical aspects of the student's emotional life.
- C. Behavioral Factors: (a) psychosomatic symptoms; (b) other physical related symptoms; (c) existence of persistent habits or mannerisms; (d) sexual functioning; (e) eating patterns; (f) sleeping patterns

Student Multicultural/Social Justice Issues: Identify areas of diversity that are salient to student's identity. Describe how diversity and MCC have been addressed in your sessions. What are the social justice issues that impact students lived experience and the CLR/student relationship?

Student Need for Referrals/Advocacy: In this section describe any and all student needs for referrals to other resources or other areas of advocacy that be provided by the CLR.

CLR's Conceptualization of the Problem: This section will include a summary of the counselor's view of the problem. Include only the most central and core dynamics of the student's personality and note in particular the inter-relationships between the major dynamics. What are the common themes? What ties it all together? This is a synthesis of all the above data and the essence of the conceptualization.

Identify Your Intervention Approach/Next Steps: CLR will explain their intervention approach, goals, and next steps with the student.

Empirical Research to Support Student Intervention: Using a literature search, find one (1) empirical (research based) article that can support your intervention approach. Summarize the article (about a paragraph); include why this is relevant to this student and what you will use from this article. Include an APA citation of the article below.

Appendix D: Transcript Form

Name: _____ Time: (use recording time, ex 10:10-20:10)
 Client: (Pseudonym) _____ Client Presenting Concern:
 Date of Session: _____ Client Core Affect:

Client Statement Summary	Counselor Verbatim Response	Label CLR skill used	Alternative CLR response	CLR Reflections
Summarize what the client says here.	Your verbatim response to client.	Label the counseling microskill you used in your verbatim response	Write an alternative response; even if your response was AMAZING there is always an alternative. If it wasn't amazing (☺) this is a good time to put what you wish you would have said. Do this for every row.	What are your reflections of this exchange between yourself and your client? What are you thinking? Feeling? Why did you choose the response/skill that you chose? If you didn't respond as well as you liked, this is another opportunity to offer your reflections on where you were in the moment. Do this for every row.
Next CL summary here and continue with other columns >>>>				
Add rows as needed.				

Appendix E: Recording Evaluation Form

Student Counselor: _____ Date: _____

Evaluation Type: Site Supervisor University Supervisor Doctoral Student Supervisor Peer

Rating Scale:

1 = Unsatisfactory – not demonstrating skill – no self-awareness (U)

2 = Not Demonstrating skills but aware of the problem (ND)

3 = Skill Demonstrated – but requires refinement (SD)

4 = Satisfactory Skill Demonstration – awareness of strengths and areas for growth (S)

NA = Not Applicable – not demonstrated in this role play

Core Area	Item	Rating
9. Verbals and Non-verbals	e. Eye Contact	
	f. Vocal Quality	
	g. Verbal Tracking	
	h. Body Language	
10. Questioning	d. Limited use of closed questions unless necessary	
	e. Limited use of Why? Or how does that make you feel? Questions	
	f. Open questions to elicit more information	
11. Active Listening	d. Encouragers	
	e. Paraphrase	
	f. Summarize	
12. Empathy	c. Reflection of feeling	
	d. Reflection of meaning	
13. Silence	c. Able to tolerate silence	
	d. Allows client to break silence	
14. Confrontation	c. Identifies discrepancies in session (verbal and non-verbal)	
	d. Appropriate use of technique	
15. Cultural Competency	c. Addresses cultural differences in session	
	d. Demonstrates appropriate cultural sensitivity in session	
16. Supervision	c. Accepts feedback from peers and supervisor	
	d. Incorporates feedback into sessions	

Strengths:

Areas for Growth:

Supervisor Signature: _____

Date: _____