**COURSE DESCRIPTION**

The Counseling Practicum consists of 100 hours of field experience, a 180-minute biweekly group supervision seminar, 1 hour of weekly individual or triadic on-site supervision and an average of 1 hour of individual or 1.5 hours monthly triadic university supervision. The primary emphasis of the Counseling Practicum is on the development and application of counseling skills.

This is the first major field experience in the Counselor Education Program that requires students to provide direct counseling services. It is expected that Practicum students will work under close supervision at all times and that they will have the opportunity to work with individuals and groups. The Counseling Practicum requires students to provide a minimum of 40 hours of direct services to individuals and groups.

School Counseling students are placed in a K-12 schools setting for their practicum hours. Mental Health students will fulfill their practicum hours at an approved mental health setting. Self Design students will complete practicum hours at an advisor approved site that supports their program.

**REQUIRED TEXTS**

There is no required text. There will be selected readings that the entire class will read. These will be made available in electronic format on Moodle or provided by the Practicum Instructor.
Additional readings may be assigned in response to requests by your site supervisor or based on questions you pose in supervision.

**COURSE MATERIALS**

Students will need a digital recorder, standard sized audio tape recorder or video recorder with clear audio capabilities for taping counseling sessions.

Students will need a secure way to transport tapes and tape review forms to and from their sites such as a lock for a school bag or a lockable money bag.

All students must show evidence of liability insurance.

**MAJOR TOPICS COVERED BY THE COURSE**

- Counseling skills
- Stages of a counseling relationship
- Integration of theory and practice
- Case conceptualization skills
- Ethical decision making
- Supervision
- Diversity

**COLLEGE OF GRADUATE STUDIES HALLMARKS**

- Leadership and advocacy
- Scholarship and action/application
- Reflection and innovation
- Professionalism and service
- Global awareness and social responsibility

**COURSE OBJECTIVES**

Students are expected from this course to be able to:

1. Demonstrate competency in the application of counseling skills (*scholarship and action/application; professionalism and service*)
2. Articulate counseling skills used, theoretical underpinnings that inform intervention strategies, and intentionality in clinical choices (*reflection and innovation*)
3. Demonstrate ability to accurately assess one’s own work and seek consultation when appropriate (*reflection and innovation; scholarship and action/application; professionalism and service*)
4. Develop a case conceptualization and intervention strategies that take a holistic and developmentally appropriate perspective (*scholarship and action/application*)
5. Demonstrate an appreciation for diversity considerations in their work and awareness of impact of own cultural background on the way they view clients and systems (*global awareness and social responsibility; leadership and advocacy*)
6. Demonstrate the ability to apply an ethical decision making model to ethical dilemmas (*professionalism and service; scholarship and action/application*)
7. Demonstrate the ability to formulate, deliver and receive constructive feedback (*scholarship and action/application; professionalism and service*)
8. Demonstrate ability to work collaboratively with site, university and peer-supervisors (*professionalism and service*)
CACREP 2009 Standards Addressed by This Course

II., G, 1. Professional orientation and ethical practice. Provide an understanding of the following aspects of professional functioning:

i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

II. G.2. Social and Cultural Diversity. Provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including:

c. theories of multicultural counseling, theories of identity development, social justice

e. counselors’ roles in developing, cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind or body

II. G.5. Helping Relationships. Provide an understanding of the counseling process in a multicultural society, including:

b. counselor and consultant characteristics and behaviors that influence helping processes

c. essential interviewing and counseling skills.

d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling.

NH State Certification for School Counseling Portfolio Standards Addressed by this Course

1a. Interviewing and counseling skills, including establishing appropriate counseling goals and maintaining appropriate boundaries.

1b. Skills to develop a counseling relationship, design intervention strategies, evaluate counselee outcomes, and successfully terminate the counseling relationship.

1c. Individual and group counseling skills, and classroom guidance approaches designed to promote school success and academic, career and individual/social development for grades K-12.

1e. Approaches used for various types of group work including task groups, psychoeducational groups, support groups and counseling groups.

4c. Knowledge of crisis prevention and intervention strategies.
6c. Technological competence and computer literacy, including integration of technological strategies and applications within counseling and consultation processes.

6d. Confidentiality, including record-keeping.

8d. General principles and methods of case conceptualizations, assessment, and diagnoses of mental and emotional status.

**COURSE FORMAT**

The bi-weekly group seminar will be a combination of lecture, in-class skills practice and activities, and student case presentations.

Students will also meet for an average of 1 hour of individual or 1.5 hours of triadic supervision a month with the course instructor or a supervision student.

Students, university supervisor and site supervisors will meet during the practicum experience, often at the beginning and end of the practicum experience and additional times as indicated. Unless otherwise arranged, these visits will happen at the practicum site.

**STUDENT RESPONSIBILITIES**

1. Read the Practicum Handbook and adhere to all policies and paperwork requirements outlined in the handbook.

2. This is an interactive course and requires full attendance during class periods and scheduled supervision meetings.

3. Successful completion of 100 hours of counseling experience, including a minimum of 40 direct hours. Direct hours include hours spend providing counseling services directly to clients individually or in groups. If you have questions about whether or not a particular type of client interaction counts as direct service hours you should consult with the Practicum instructor.

4. Maintain liability insurance for the duration of the internship and related activities. Students will provide a copy of their liability insurance to their university supervisor.

5. Attend and actively participate in individual/triad supervision with university supervisor or supervision student. Absences must be reported to the university supervisor prior to the supervision session whenever possible and should be reserved for emergencies. Please note supervision absences must be made up. **Please note, the university supervisor reserves the right to request student participation in additional supervision sessions, or submit additional samples of clinical work for review**

6. Schedule and attend weekly supervision with the on-site host approved by the program faculty. A minimum of 1 hour per week of on-site supervision is required.

7. Come prepared to supervision and actively participate. Preparation for supervision includes: arriving on time, submitting audible tapes on time, showing evidence of
having thoughtfully considered what you need out of supervision for the week (see sample supervision questions on the Tape Review form). Actively participating includes: engagement in your peer’s supervision questions, showing evidence of reflective practice (evidence of reviewing own work, openness to feedback, increasing ability to self-critique appropriately) integrating peer and instructor feedback in subsequent sessions.

Notes on session recording:
- Students are to tape all direct hours when possible within site restrictions in case your on-site or university supervisor requests additional information on your actions with a particular client. Unless otherwise requested, recordings may be deleted after they have been discussed in supervision.
- All audiocassettes are to be in standard format (no micro-cassettes) and recorded in regular time. Inaudible or high speed recordings will be returned.
- Alternatively, digital recordings will be accepted. Procedures for properly storing digital data will be reviewed.

STUDENT ASSIGNMENTS

1. Informed Consent Form. Create an informed consent form to be signed by client or parent/guardian of students or clients before any recorded sessions. Forms should identify your level of training, who will see/hear the recordings and when the recordings will be erased. Site hosts should also approve the informed consent form. A copy of the consent form is due to instructor prior to using it. A sample consent form is provided in the Practicum Handbook.

2. Emergency Procedures. During the first week of your time on site, you will inquire about the emergency procedures others counselors follow regarding child abuse, suicidal ideation, violence, etc. It is your responsibility to interview your site supervisor about potential areas of risk and how s/he wants you to respond. You will be asked to verbally discuss these procedures during one of our first meetings.

3. Practicum Hours Summary Form & Logbook. You will maintain a logbook of field experiences, including date, amount of time spent, and brief description (a sample log book is available at the end of the Practicum Handbook). Keeping this running total of your hours and record of your supervision is absolutely necessary. Your on-site supervisor should initial your logs weekly. Log books may be collected at any time so bring them to class and supervision. At the end of the experience, you will be required to complete and attach the “Practicum Hours Summary Form” to the first page of your logbook. This form can be found in the Practicum Handbook.

4. Readings. See course schedule for reading assignments. Additional readings may be assigned throughout the term by either the Site Supervisor or University Supervisor.

5. Initial Self-Evaluation and Goal Statement. Provide your university supervisor with an initial self evaluation and goal statement including:
   - A brief (1pg. typed double spaced) narrative summary of your strengths and areas for growth as you enter practicum.
• A list of at least three specific and measurable goals for yourself for the semester.
• A statement of how each goal will be evaluated (i.e., how will we know when you’ve attained it).

❖ Due in first seminar class and discussed in first individual/triad supervision session

6. Session Recordings: You will provide recordings for use in four class assignments. These must be distinct recordings for each assignment.

a. Case Presentation with Recording. Present one case during group seminar. Prepare a 4-5 page written case summary using the Case Presentation Form from Moodle. Also, select a 10-15 minute audio/ videotape segment to play for the class as a part of your presentation. Students should adhere to confidentiality and ethical parameters when preparing and presenting their cases. You will have 5-7 minutes to present a verbal summary of the case.

❖ Upload a copy of your Case Presentation to the Moodle drop box by class time the night your presentation is due.

b. Peer Review Recording. Provide and receive peer supervision. Exchange a recording 20 or more minutes long with a peer from class. Review your peer’s recording and complete a Peer Feedback Form for them. Schedule a time to meet to review your feedback with each other. Students should adhere to confidentiality and ethical parameters when exchanging and discussing recordings.

❖ Upload a copy of your Peer Feedback Form to Moodle by Nov. 15th.

c. University Supervision Recordings One and Two. Twice during the term you will provide recordings of your work for review by your University Supervisor.

The process:
  o Record one 50 minute session or two 20-25 min sessions of your on-site work with a student, client or group
  o Watch/listen to your recording(s) and then complete the Tape Review Form available on Moodle.
  o Submit one copy of the recording and Tape Review Form to your university supervisor on the due date.

❖ See Course Schedule for due dates

Note: The university supervisor reserves the right to request additional recordings.

• Self-Evaluation Reflection Paper. The self-evaluation should address your progress in achieving learning goals and your evaluation of your development and growth across the term. It must be typed and at least 3 full pages in length (double spaced, Times New Roman, 12 pt. font). A guide sheet is provided on Moodle.

❖ See Course Schedule for due date.
• **Site Information Forms.** Complete the Site Information Form in the Practicum Handbook at the end of your practicum. This form is a place for you to rate the quality of the experience you had at your site.

  ❖ *Upload to Moodle by November 22nd.*

• **Student Monitoring Forms.** Review and follow the instructions on Student Monitoring Forms on Moodle.

  ❖ *Upload to Moodle by November 22nd.*

**Course Evaluation**

**Practicum is graded on a Pass/Fail Basis.** In order to pass, students must demonstrate basic counseling skills and ethical practice on site and through class participation and written assignments. **All assignments must be completed successfully, and a positive evaluation from your University and Site Supervisor must be submitted in order for you to pass this course and to continue into internship.** Additional practice interviews and samples of your work may be required to demonstrate competency.

*Practicum is the gateway to internship. A decision will be made at the end of practicum whether the student is ready to move on to internship. Students should understand that 100 hours is a minimum requirement. In some instances a student may be required to do more hours to demonstrate counseling proficiency.*

**PLYMOUTH STATE UNIVERSITY POLICIES**

**Academic Integrity**

Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education.

Members of the academic community are expected to report all instances of those violations that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the policy by prosecuting all cases of violations of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, that is dishonorable. Visit [http://www.plymouth.edu/registrar/policies/academic_stand](http://www.plymouth.edu/registrar/policies/academic_stand) for more information on University policies and procedures regarding academic integrity. (From page 10 of the College of Graduate Studies 2011-2012 Catalog). Please review APA guidelines on what constitutes plagiarism.

**Accommodations of Student Needs**

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact the PASS Office in Lamson Library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Accommodation for this course from the PASS Office, please provide the instructor with that information privately so that you and the instructor can review those accommodations. For more information, please visit [http://www.plymouth.edu/pass](http://www.plymouth.edu/pass).
Sensitive Material
Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let the instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. It can then be discussed how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. Campus resources that may be helpful in dealing with your concerns can also be discussed.

Incomplete Grades
An instructor may decide to enter a grade of incomplete (IC) on a student’s record if unusual circumstances prevent completion of the course on time, and a minimal proportion of the total class work needs to be completed. This agreement is finalized on a Request for a Grade of Incomplete form and submitted to the Registrar’s Office by the instructor when final grades are due. The course must be completed by the date specified by the instructor, by the end of three academic terms, or by the student’s graduation, whichever comes first. If the course is not completed by the expiration of this period, a grade of F will be recorded unless the instructor has stipulated a different grade on the request form. A student may not enter field experiences or graduate with an incomplete on his or her transcript. Additionally, a student with an outstanding incomplete in a course may not register again for that course.

Late Assignments
Consistent with graduate level expectations, all assignments are expected on their due dates. However, exceptions to this rule may be made due to circumstances beyond the control of students such as family emergencies, illness, injury, power outages, computer malfunctions, accidents and other situations. Because of these potentialities, students are advised to complete their assignments in advance of the due date. Also, students should back up their work so that computer crashes will not delay assignments. If possible, the student should request an extension for the assignment from the instructor before the assignment is due. If this is not possible, the student should contact the instructor as soon as possible after the due date. If an extension is granted, the assignment should be submitted no later than one week from the due date. In cases where the reason for the delay may require a longer time period to complete, the decision to allow a longer extension will be made on a case-by-case basis. Students may be asked to provide documentation to verify their request for an extension. Assignments that are handed in beyond the due date for which no extension is granted will not be accepted and will result in a failing grade for the assignment.

Computers and Cell Phone Use in the Classroom
Computers and cell phones may be brought into the classroom but their use should be appropriate. Computers should be limited to academic class-related uses. During speaker presentations, videos and student presentations, they should not be open. Cell phones play an important role in emergency situations but they should be kept on vibrate and not be used for receiving or sending text messages during the class meeting.

Inclement Weather
Sign up for PSU alerts for notification of weather-related cancellations and provide your instructor with a phone number that is the most reliable way of contacting you in the event she cancels class on a night when PSU remains open. Class members regularly commute from a wide area of the state where weather conditions may vary significantly from those in Plymouth. Travelling in inclement weather is always at your discretion. It is your responsibility to initiate making up missed material if you miss a class due to weather.
<table>
<thead>
<tr>
<th>Week</th>
<th>Meeting Type</th>
<th>Due</th>
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<tr>
<td>August 15th</td>
<td>None</td>
<td>Due: Liability Insurance</td>
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<tr>
<td>September 6th</td>
<td>Class 1: ALL ATTEND Tuesday 5-7pm</td>
<td>All Due: Initial self eval and goal statement, copy of your informed consent for taping form, preparation to discuss emergency procedures at your site</td>
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<td>Meetings with your Individual/Triadic Supervisor 7-8:30pm</td>
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<tr>
<td>September 13th</td>
<td>Class 2: ALL ATTEND Tuesday 5-8pm</td>
<td>Due All: Read Monk and Winslade (2000), Borders (1991)</td>
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<td>Watch structured peer supervision video</td>
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<td>Due for Heather: Case Presentation</td>
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<tr>
<td>September 27th</td>
<td>Triadic Supervision tba</td>
<td>Due for Nick, Meghan, Heather, Denise: University Supervision Recording &amp; Tape Review One</td>
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<tr>
<td>October 4th</td>
<td>Class 3: ALL ATTEND Tuesday 5-8pm</td>
<td>Due All: Read Kagan &amp; Kagan (1997),</td>
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<td>Due for Nick: Case Presentation</td>
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<td>Due for Ruth: Case Presentation</td>
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<td>October 11th</td>
<td>Triadic Supervision tba</td>
<td>Due for Kathleen, Ruth: University Supervision Recording &amp; Tape Review One</td>
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<td>October 18th</td>
<td>Class 4: ALL ATTEND Tuesday 5-8pm</td>
<td>Due for Denise: Case Presentation</td>
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<td><em>Great time to exchange your peer tapes</em></td>
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<td>Date</td>
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<td>October 25th</td>
<td>No Class <em>Great time for your peer supervision exchange meeting if you haven’t met yet!</em></td>
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<td>November 1st</td>
<td>Triadic Supervision tba</td>
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<td></td>
<td>Due for Nick, Meghan, Heather, Denise: University Supervision Recording &amp; Tape Review Two</td>
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<td>November 8th</td>
<td>Class 5: ALL ATTEND Tuesday 5-8pm</td>
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<td>Due All: Peer Feedback Form</td>
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<td>Due for Kathleen: Case Presentation</td>
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<td>Due for Meghan: Case Presentation</td>
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<td>November 15th</td>
<td>Triadic Supervision tba</td>
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<td>Due for Kathleen, Ruth: University Supervision Recording &amp; Tape Review Two</td>
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<td>November 22nd</td>
<td>Class 6: ALL ATTEND Tuesday 5-8pm</td>
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<td>Meetings with your Individual/Triadic Supervisor Tbd We will either meet after class or some other time this week for triadic depending on group and individual needs.</td>
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<td>ALL DUE: In Class: Case Presentation Make Ups as needed</td>
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<td>To Moodle: Final Self-Evaluation/Reflection Paper Site Information Form (your eval of site)</td>
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<td>Online: Practicum Evaluation (your eval of Katie, Hridaya. You will be sent a link to fill out the course eval online)</td>
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<td>November 29th</td>
<td>Triadic Supervision make ups as needed: tba</td>
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<td>DUE: Make up work as needed.</td>
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<td>Your final site visit or site phone conference</td>
<td>TBA sometime between Nov 14-29th</td>
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<td>DUE: Site Supervisors Eval of you Practicum Hours Summary Form &amp; Logbook</td>
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<td>December</td>
<td>Course extension and additional supervision for individuals who have not completed requirements as needed</td>
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**CHECKLIST**
_____ Intent to Enroll in Practicum Form (April 15th)

_____ Counseling Practicum Site Agreement (May 15th)

_____ A copy of your Liability Insurance (August 15th)

_____ Initial Self Evaluation and Goal Statement (Sept 6th)

_____ Discuss emergency procedures for your site with both your site and university supervisors (Sept 6th)

_____ Informed Consent for Taping for your site (Sept 6th)

_____ Case Presentation to group seminar with written Case Presentation Form (TBA)

_____ University Supervision Recording & Tape Review Form One (TBA)

_____ University Supervision Recording & Tape Review Form Two (TBA)

_____ Peer Feedback Form (November 15th)

_____ Supplemental Tapes or Clips (as requested)

_____ Self Evaluation Reflection Paper (November 22nd)

_____ Practicum Site Information Form (Students’ evaluation of their experience at the site) (Upload to Moodle by November 22nd)

_____ Student Monitoring Form (Upload to Moodle by November 22nd)

_____ Practicum Hours Summary Form and Logbook (May be collected at any individual/triadic supervision meeting, final SIGNED log due at final site visit)

_____ Site Supervisor Evaluation of you (TBA- due at final site visit)

_____ Your Evaluation of Internship Practicum Supervisor (Due at end of term online)