

**PLYMOUTH STATE UNIVERSITY  
UNIVERSITY SYSTEM OF NEW HAMPSHIRE  
COUNSELOR EDUCATION AND SCHOOL PSYCHOLOGY**

**CO 5100 – 01 - Practicum  
CRN 30015  
Spring 2020  
Mondays 3:30 - 6:00 pm  
Samuel Read Hall, Room 308**

Instructor: Sarah Revels, M.S., LCMHC, Board-Certified NCC & CCMHC

Cell Phone: 603-470-9242

Office Hours: By appointment – virtually or in-person on class days

Email: svrevels@plymouth.edu

**Group Seminar Supervision Meetings**

Location – Samuel Read Hall, #308

Mondays 3:30 p.m. - 6:00 p.m.

**Individual/ Triadic Supervision Meetings**

Location - Samuel Read Hall, #308

Mondays 3:30 p.m. - 6:00 p.m.

**COURSE DESCRIPTION**

The Counseling Practicum consists of 100 hours of field experience, a 150-minute biweekly group supervision seminar, 1 hour of weekly individual or triadic on-site supervision, and an average of 1 hour of individual or triadic university supervision every other week. 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.

**REQUIRED TEXTS AND READINGS (Provided at no charge in our Moodle Classroom)**

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

Ruzek, J. I., Brymer, M. J., Jacobs, A. K., Layne, C. M., Vernberg, E. M., & Watson, P. J. (2007). Psychological first aid. *Journal of Mental Health Counseling*, 29(1), 17-49.

## **SUGGESTED TEXT/READINGS**

Carlson, J & Kottler, J. (2003). *Bad Therapy. Master Therapists Share Their Worst Failures.* New York, NY: Routledge.

McHenry, B., & McHenry, J. (2015). *What therapists say and why they say it: Effective therapeutic responses and techniques (2<sup>nd</sup> ed).* New York, NY: Routledge.

Rudd, M. D. (2006). *The assessment and management of suicidality. A practitioner's resource series.* Sarasota, FL: Professional Resource Press

## **COURSE MATERIALS**

Students will need a digital camcorder with clear audio capabilities for taping counseling sessions. In addition to the camcorder, students must purchase at minimum a 32 gigabyte flash drive to record their sessions. Digital recordings must be able to be converted to standard MP4 format for easy review. Students will also need a secure way to transport recordings that is locked, such as a locking bag or case. Please review the department *Recording and Technology Policy* in the Student Handbook.

All students must show evidence of liability insurance.

Suggested: Large, three-ring binder:

The Clinical Course Binder, is recommended to contain copies of all relevant documentation related to Practicum and Internship as they pertain to site placements and requirements. For example: syllabus, insurance binder, copies of all paper hour logs with supervisory signatures, supervision notes, and the contract between the student, site and university. Students will retain this binder for use at their own discretion, throughout Internship and toward licensure. This binder can be particularly helpful if a student is considering licensure in more than one state.

## **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 for individual or triadic supervision twice a month with the University Supervisor.

Students, University Supervisor, and Site Supervisors will meet during the practicum experience, often toward the middle of the practicum experience and additional times as indicated. Unless otherwise arranged, these visits will happen at the practicum site.

## **CACREP 2016 STANDARDS ASSESSED IN COURSE**

CACREP Standard/Goal	Assessment
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<p>(Core – 1.i.) ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. <i>CESP Key Performance Indicator</i></p>	<p>Final Self Evaluation Reflection Paper Site Supervisor Evaluation</p>
<p>(Core – 2.b.) theories and models of multicultural counseling, cultural identity development, and social justice and advocacy <i>CESP Key Performance Indicator</i></p>	<p>Site Supervisor Evaluation</p>
<p>(Core – 3.e.) biological, neurological, and physiological factors that affect human development, functioning, and behavior <i>CESP Key Performance Indicator</i></p>	<p>Case Presentation Site Supervisor Evaluation</p>
<p>(Core– 5.g.) essential interviewing, counseling, and case conceptualization skills <i>CESP Key Performance Indicator</i></p>	<p>Site Supervisor Evaluation</p>
<p>(Core– 5.h.) developmentally relevant counseling treatment or intervention plans</p>	<p>Case Presentation Site Supervisor Evaluation</p>
<p>(Core– 5.l.) suicide prevention models and strategies</p>	<p>Suicide Assessment Paper Site Supervisor Evaluation</p>
<p>(Core– 5.m.) crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid</p>	<p>Emergency Procedures Paper Site Supervisor Evaluation</p>

(Core– 7.d.) procedures for identifying trauma and abuse and for reporting abuse	Emergency Procedures Paper Site Supervisor Evaluation

## **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\\_standing](http://www.plymouth.edu/registrar/policies/academic_standing) 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.

### **Academic Integrity Policy**

<https://campus.plymouth.edu/faculty-governance/wp-content/uploads/sites/20/2017/05/PSU-Academic-Integrity-Policy.pdf>

### **ADA Statement**

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 contact Campus Accessibility Services (CAS), located in Speare (535-3300) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with CAS. If you have authorized CAS to electronically deliver a Letter of Accommodations for this course, please communicate with your instructor to review your accommodations.

### **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 he

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.

### **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.

### **Counselor Education and School Psychology Policies**

Plymouth State University's Counselor Education and School Psychology (CESP) Programs are charged with the task of preparing individuals to become professional counselors or school psychologists in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty will evaluate students based on their academic, professional, and personal qualities. The PSU CESP programs attempt to establish a learning community where students can develop professionally. This is done by providing an environment in which students' rights and responsibilities are respected, and by respecting the dignity and worth of each student.

**Student Monitoring:** A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training and client care related to requirements for self and others. For example, in order to ensure proper training and client care, counselors/school psychologists-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on academic performance and the ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program. See the student handbook for both the long and short versions of the student monitoring form.

**Student Responsibilities in Monitoring Peer Professional Competency:** As a CESP student, it is important to learn how to support your fellow classmates and future colleagues. Professional codes of ethics highlight the importance of protecting the profession and those it serves by recognizing unethical behavior, consulting with colleagues, and reporting to institutional hierarchies if necessary. If you are concerned about a classmate's ethical conduct, counseling

competency, or psychological stability, you are encouraged to follow the policy in your program's student handbook to guide you in ethically dealing with these situations.

**Communications:** Prompt and professional communication between students and professors is important and valued in the CESP programs. To that end, it is your responsibility to regularly check your PSU email account. As stated in the student handbooks, all university communications will be to that address. We aspire to be a community that responds to each other in a prompt and respectful way. To that end, we ask that you respond to professor or department emails within two business days. Likewise, faculty will aspire to respond to your emails within two business days. Note, we understand that there are circumstances in which students and faculty may be unable to respond in a timely manner. During these periods, we will inform others when we will become available to respond.

**Computers and Cell Phones 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. You are encouraged not to use a computer for note-taking purposes, as studies have shown it to have a negative impact on overall learning. During speaker presentations, videos, student presentations, and any in-class role play activities they should remain closed. Cell phones play an important role in emergency situations but they should be kept on vibrate or silent mode and text messaging should be kept to a minimum. Use of technology, apart from recording technology and emergency needs, is prohibited during any student presentations and during the small group experiences.

**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 possibilities, students are strongly 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. Unless impossible, all requests for extensions for assignments must be made before the assignment is due. 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.

*If an assignment is handed in past the due date, the final grade for that assignment will have 10% of the grade deducted for each day it is late.*

**Moodle Assistance:** For assistance navigating Moodle, please watch the introductory video on this page: <https://www.plymouth.edu/webapp/help/wiki/Category:StudentMoodle2>. Then read the short articles at the links at the bottom of that page. At the top this page, there are buttons that have drop down menus to various online learning topics. The "Moodle" button has more help articles. You may also call the Help Desk at (603) 535-2929, or get in-person help at the Help Desk in Lamson Library

**Fair Grading Policy:** <https://campus.plymouth.edu/faculty-governance/wp-content/uploads/sites/20/2017/05/PSU-Fair-Grading-Policy.pdf>

**Papers:** All papers should be in APA format, using the 2009 formatting rules. Proper citations and references are a must for any papers using outside research. All papers must be submitted electronically either via Moodle dropbox and in Word, PDF, Pages, or Open/LibreOffice format.

### **STUDENT RESPONSIBILITIES**

1. Read the **Practicum & Internship Handbook** associated with your program (School Counseling, CMHC, CFT) and adhere to all policies and paperwork requirements outlined within. Check in with your program coordinator with any questions!
2. This is an interactive course and **requires full attendance** during class periods and scheduled supervision meetings.
3. Successful completion of a minimum of **100 hours of counseling experience**, including a minimum of **40 direct hours**. Direct hours include hours spent 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 Professor or your Program Coordinator.
4. Maintain **liability insurance** for the duration of practicum and related activities. Students will provide a copy of their liability insurance to their Practicum Professor. A copy should be submitted to the field experiences coordinator in your area of focus (school counseling, CMHC, CFT) and to your Practicum Professor.
5. Attend and actively participate in **individual/triadic supervision**. Absences must be reported prior to the supervision session whenever possible and should be reserved for emergencies. Please note that any supervision absences must be made up. \*Please Note: I also reserve the right to request that you participate in additional supervision sessions, or submit additional samples of clinical work for review.
6. Schedule and attend **weekly supervision** with the on-site supervisor 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 videotapes 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 located on Moodle and at end of syllabus), and being prepared to discuss readings. 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:**

- You are to **videotape 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.
- Only Digital recordings will be accepted. Procedures for properly storing digital data will be reviewed.
- Make sure you and your client are audible! Tapes that are submitted for assignments with inaudible vocals will be rejected. If you're using a new room, or new setup for the first time, a quick test recording is a good idea. *Please do not use computers or phones for recording due to difficulties with audible recordings and privacy concerns.*

### **STUDENT ASSIGNMENTS**

1. **Initial Self-Evaluation and Goal Statement:** Create an initial self-evaluation and goal statement including:
  - A self-evaluation using the Evaluation Form for Counseling Practicum (Appendix C in the CMHC or SC Practicum and Internship Handbook). Where are you with these skills right now?
  - A brief (one page typed, double-spaced) narrative summary of your strengths and perceived 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 these goals will be evaluated (i.e. how we will know when your goals have been achieved).

**Due February 10 by 11:59pm**
2. **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. Your site supervisor(s) should also approve the informed consent form. A copy of the consent form is due to Practicum Professor prior to using it (**Due no later than February 3 by 11:59p.m.**) A sample consent form is provided in your Clinical Experiences *Handbook* and on Moodle.



3. **Emergency Procedures Discussion and Paper.** During the first week on site, you will inquire about the emergency procedures to follow regarding child abuse, suicidal ideation, violence, and other potential crises. 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 our second Group Seminar meeting.

You will then perform an assessment of these procedures and write a 2-3 page proposal that addresses any areas that may be missing, incomplete, or that could be added to improve your site's ability to respond to an emergency situation. You may find it helpful to review the psychological first aid strategies in the Ruzek et al. 2007 article while writing this proposal. If you cannot find any areas of possible improvement, then you are to focus on why you feel the current procedures are comprehensive and ready to attend to potential emergency situations. Papers must follow APA style.

**Due: March 16 by 11:59p.m.**

4. **Practicum Hours Summary Form & Logbook.** You will maintain a logbook of field experiences, including date, amount of time spent, and brief description of your activities (a sample log book is available in your Clinical Experiences Handbook). Keeping this running total of your hours and record of your supervision every week is **mandatory** for successful completion of this course. Your on-site supervisor must initial your logs at your weekly supervision meeting. Logbooks will be checked weekly so bring them to every class and supervision. At the end of the experience, you are required to complete and attach the "Practicum Hours Summary Form" to the first page of your logbook. This form can be found in the Handbook and on Moodle. Be sure to keep a copy of both documents, as the originals will not be returned. **Final Summary Form and Logbook Due: December 10 at the beginning of class. Updated versions, if needed, due by December 15 at 11:59p.m. and may be submitted to Sarah via email or fax (if by fax, please use 603-659-0233 and email Sarah to let her know you sent it this way).**
5. **Readings.** Readings are expected to be completed prior to class session so we can engage in discussions pertaining to this information. Additional readings may be assigned as needed by your site supervisor or university instructor/supervisor.
6. **Session Recordings:** You will provide recordings for use in two class assignments (video case presentation & peer reviewed recording). There must be a separate and new recording for each assignment.

**a. Video Case Presentation and Recording.** Your case presentations will consist of three elements:

- (1) **PowerPoint Presentation:** A brief 5-7 minute PowerPoint presentation of the case for your classmates. Elements to be included in your presentation should include but are not limited to the following: client demographic info, presenting problem, brief historical background, an overview of developmental and neurological factors (if any), basic assessment of client behavior, affect, cognition, interpersonal relationship(s), client strengths,

medical history (if available), academic performance (if applicable), client goals. Be prepared to discuss your theoretical approach and any specific strategies/techniques used.

- (2) **Audio/Digital Recording Segment:** The second required recording – this also counts as Recording 2 and is to be submitted with Tape Review Form 2. A 30-50-minute audio/digital recording 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. Students will cue tape to specific area prior to class presentation. ***It is critical that you review tapes prior to presenting in class.***
- (3) **A Case Conceptualization Write Up:** You will **submit a copy** of the case conceptualization write-up **by 11:59pm the day of your presentation**. This case write up will be specifically of the client you are presenting in class the night of your video recording segment. Case write-up examples are located on Moodle (School Counselors, use school counseling example; Mental Health Counselors, use MH example).

**c. University Individual/Triadic Supervision Recordings One and Two.** Twice during the term you will provide recordings of your work for review during Triadic Supervision.

The process:

- **Record one 50 minute session (CMHC students and SC students) or two 20-25 min sessions (SC students) of your on-site work with a student, client, or group for each of the two recordings (Please use individual, couples or family tx for the Case Presentation, not a group);**
- Watch/listen to your recordings and then complete the Tape Review Form available on Moodle.
- Session Recording & Tape Review Form: Submit one copy of the **Session Recording** to your University supervisor at the **beginning of your individual/triadic supervision session**. Submit your completed **Tape Review Form** by **11:59pm the day before your individual/triadic supervision session**.

**NOTE: The Practicum Professor reserves the right to request additional recordings to determine if adequate mastery of counseling skills has occurred to pass Practicum.**

7. **Suicide Assessment:** You will review the suicide assessment instruments and methods provided on Moodle for the class discussion on **February 24**. You are to select one or two that you feel would be a good fit for your site, then bring them to discuss with your

site supervisor at your next weekly meeting. Together, you should select an assessment that you will utilize at your site. It may be one of the provided tools, or something you and your site supervisor identify as a better fit for your site and population. After doing so, you will write a 2-3 page paper that discusses the assessment you chose, why you ended up choosing it for your site, and any specifics related to using it that you've either worked out on your own or discussed with your site supervisor. **This paper is due on February 24 by 11:59pm.**

8. **Final 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 3-4 full pages in length. This paper will include a section on how you've addressed ethical obligations throughout your Practicum experience. Please cite your applicable code of ethics. A self-reflection/evaluation guide sheet has been included at the end of this syllabus. **Due May 4 by 11:59p.m.**
  
9. **Practicum Evaluation of Site Information Forms.** Complete the Site Information Form in the respective practicum and internship 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. Please submit an electronic copy to your Practicum Professor. **Due May 4 by 11:59 p.m.**
  
10. **Site Supervisor Evaluation of Practicum Student.** You are responsible for having your site supervisor complete the Site Supervisor Evaluation of Practicum Student (found in the appropriate field experiences handbook). Upon completion, you will submit the form by **May 4 by 11:59 p.m.**

**Student Monitoring Forms.** Review and follow the instructions on Student Monitoring Forms on Moodle. The Practicum Professor will provide you with a completed Student Monitoring Form upon completion of course.

### Course Evaluation

**Practicum is graded on a Pass/Fail Basis.** In order to pass, you 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 Practicum Professor and Site Supervisors must be submitted in order for you to pass this course and to continue onto 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 you as a student are ready to move on to internship. You should understand that the 100 hours of experience (including 40 hours of direct client contact) is a minimum requirement. In some instances, you may be required to complete additional hours to demonstrate counseling

proficiency. You are expected to remain at your practicum site throughout the term. If you acquire all hours early in the term, you are still expected to remain at your site to continue to gain experience and maintain a professional level of commitment to your clients/students. Remember, your supervisor has agreed to take you on as a practicum student, providing you the necessary training. Please be willing to give back to your site supervisor and site location by adhering to a full-term commitment.

### TENTATIVE COURSE CALENDAR

DATE	Class Meeting Type	READINGS / ASSIGNMENTS
		<p><b><u>Due Before Starting At Your Site:</u></b></p> <ul style="list-style-type: none"> <li>• Complete <b>background check and finger printing process</b> if required for your site!</li> <li>• <b>Liability Insurance:</b> Must supply a copy to the appropriate Field Placement Coordinator (CMHC to Dr. Mariska; SC to Dr. Hausheer). This must be received before you begin work at your site! You will also need to show this to your University Supervisor.</li> </ul>
1/21 to 5/8	Begin working at your site	
<p>1/20</p> <p>This is week 1 out of 16</p>	No Class	<p><b>Holiday. PSU Closed.</b></p> <p><b>Do begin at your site, including 1 hour of individual supervision.</b></p>
<p>1/27</p> <p>This is week 2 out of 16</p>	<p>Group Seminar:</p> <ul style="list-style-type: none"> <li>• Syllabus Review</li> <li>• Moodle and Resources</li> <li>• Site Review</li> <li>• Individual/Triadic Supervision Signup</li> <li>• Liability Insurance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Site Supervisor Name &amp; Contact Info, Day &amp; Time of weekly supervision, email Sarah or bring this to class</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Clinical Binder</li> <li>• Supervision Notes</li> <li>• Hour type/amount break down</li> <li>• Questions to ask your supervisor</li> </ul>	
<p><b>2/3</b></p> <p><b>This is week 3 out of 16</b></p>	<p>Group Seminar:</p> <ul style="list-style-type: none"> <li>• <b>Syllabus follow up Q&amp;A</b></li> <li>• Mandated Reporting</li> <li>• Giving Feedback “Hats”</li> <li>• Self-Care Check-In</li> <li>• Intake Outline</li> <li>• Session Structure</li> <li>• SOAP Notes &amp; Record Keeping</li> </ul>	<p><b><u>Due:</u></b></p> <ul style="list-style-type: none"> <li>• Informed Consent for Recording, in Moodle Drop Box</li> <li>• <u>Read</u> Ruzek et al. (2007) article</li> <li>• <u>Read</u> Cameron &amp; turtlesong (2002) article</li> <li>• <u>Review</u> (In Class) DeBono’s “Hats” Activity</li> </ul> <p><b>Sarah will start to reach out to your site supervisors to set up a site visit date.</b></p>
<p><b>2/10</b></p> <p><b>This is week 4 out of 16</b></p>	<p>No Class Winter Carnival</p>	<p><b><u>Due:</u></b></p> <ul style="list-style-type: none"> <li>• Initial Self Evaluation and Goal Statement, in Moodle Drop Box</li> </ul> <p><b>Site Visits Begin</b></p>
<p><b>2/17</b></p> <p><b>This is week 5 out of 16</b></p>	<p>Group Seminar:</p> <ul style="list-style-type: none"> <li>• Self-Care Check-In</li> <li>• Goal Setting</li> <li>• Treatment Planning</li> <li>• Identify Topics for 2/24 – remaining or additional requested</li> </ul>	<p><b><u>Due:</u></b></p> <ul style="list-style-type: none"> <li>• Notify Sarah if you do not have a recording, or believe you may not, by your assigned due date</li> </ul> <p><b>Site Visits Continue</b></p>
<p><b>2/24</b></p>	<p>Group Seminar:</p>	<p><b><u>Due:</u></b></p>

<p><b>This is week 6 out of 16</b></p>	<ul style="list-style-type: none"> <li>• Any Remaining or Requested Lecture Topics</li> <li>• Q &amp; A about Emergency Procedures</li> </ul>	<p><b><u>Due:</u></b></p> <ul style="list-style-type: none"> <li>• Suicidality Assessment Paper, in Moodle Drop Box</li> <li>• Review assessments uploaded into Moodle under “Suicide Assessment”</li> </ul> <p><b>Site Visits Wrap Up</b></p>
<p><b>3/2</b></p> <p><b>This is week 7 out of 16</b></p>	<p>Group Seminar:</p> <ul style="list-style-type: none"> <li>• Hours progress &amp; type review. Weekly, goal setting</li> <li>• Review Case Study Assignment, in detail</li> </ul>	<p><b><u>Due:</u></b></p> <ul style="list-style-type: none"> <li>• Hour Logs and Totals so far</li> </ul>
<p><b>3/9</b></p> <p><b>This is week 8 out of 16</b></p>	<p><b>No Class Spring Break</b></p>	
<p><b>3/16</b></p> <p><b>This is week 9 out of 16</b></p>	<p>Triadic Supervision: Student 1</p>	<p><b><u>Due:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Emergency Procedure Paper, in Moodle Drop Box</b> (Be prepared to discuss emergency procedures in place at your site during class tonight.)</li> </ul> <p><b><u>Due (Student 1):</u></b></p> <ul style="list-style-type: none"> <li>• Discussion of <b>University Supervision Recording and Tape Review One</b></li> <li>• Come with supervision questions and cued recorded segment for discussion; supplemental tapes due if requested</li> <li>• <b>Recording #1 due</b></li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Tape Review Form #1 due, in Moodle Drop Box</b></li> </ul>
<p><b>3/23</b></p> <p><b>This is week 10 out of 16</b></p>	<p>Triadic Supervision: Students 2 &amp; 3</p>	<p><b><u>Due (Students 2 &amp; 3):</u></b></p> <ul style="list-style-type: none"> <li>• Discussion of <b>University Supervision Recording and Tape Review One</b></li> <li>• Come with supervision questions and cued recorded segment for discussion; supplemental tapes due if requested</li> <li>• <b>Recording #1 due</b></li> <li>• <b>Tape Review Form #1 due, in Moodle Drop Box</b></li> </ul>
<p><b>3/30</b></p> <p><b>This is week 11 out of 16</b></p>	<p>Triadic Supervision: Student 4</p>	<p><b><u>Due (Student 4):</u></b></p> <ul style="list-style-type: none"> <li>• Discussion of <b>University Supervision Recording and Tape Review One</b></li> <li>• Come with supervision questions and cued recorded segment for discussion; supplemental tapes due if requested</li> <li>• <b>Recording #1 due</b></li> <li>• <b>Tape Review Form #1 due, in Moodle Drop Box</b></li> </ul>
<p><b>4/6</b></p> <p><b>This is week 12 out of 16</b></p>	<p>Triadic Supervision: Student 1</p>	<p><b><u>Due (Student 1):</u></b></p> <ul style="list-style-type: none"> <li>• Case Study Power Point, in Moodle Drop Box &amp; to present in class</li> <li>• Come with cued recorded segment for discussion; supplemental tapes due if requested</li> <li>• <b>Recording #2 due</b></li> <li>• <b>Tape Review Form #2 due, in Moodle Drop Box</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Case Conceptualization Write up, in Moodle Drop Box</li> </ul>
<p><b>4/13</b></p> <p><b>This is week 13 out of 16</b></p>	<p>Triadic Supervision:</p> <p>Students 2&amp; 3</p>	<p><b><u>Due (Student 2&amp; 3):</u></b></p> <ul style="list-style-type: none"> <li>• Case Study Power Point, in Moodle Drop Box &amp; to present in class</li> <li>• Come with cued recorded segment for discussion; supplemental tapes due if requested</li> <li>• <b>Recording #2 due</b></li> <li>• <b>Tape Review Form #2 due, in Moodle Drop Box</b></li> <li>• Case Conceptualization Write up, in Moodle Drop Box</li> </ul>
<p><b>4/20</b></p> <p><b>This is week 14 out of 16</b></p>	<p>Triadic Supervision:</p> <p>Student 4</p> <ul style="list-style-type: none"> <li>• Final review of what is due 5/4 - 5/8</li> </ul>	<p><b><u>Due (Student 4):</u></b></p> <ul style="list-style-type: none"> <li>• Case Study Power Point, in Moodle Drop Box &amp; to present in class</li> <li>• Come with cued recorded segment for discussion; supplemental tapes due if requested</li> <li>• <b>Recording #2 due</b></li> <li>• <b>Tape Review Form #2 due, in Moodle Drop Box</b></li> <li>• Case Conceptualization Write up, in Moodle Drop Box</li> </ul>
<p><b>4/27</b></p> <p><b>This is week 15 out of 16</b></p>	<p>No Class</p>	<p>Enjoy Spring!</p>



<p><b>5/4</b></p> <p><b>This is week 16 out of 16</b></p>	<p>Group Seminar:</p> <p><i>Last Group Seminar</i></p> <p>Review and Class Wrap up</p>	<p><b><u>Due:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Final Self-Evaluation/Reflection Paper, in Moodle Drop Box</b></li> <li>• <b>Practicum Student Evaluation of Practicum Site, in Moodle Drop Box</b> (See Appendix D in SC Handbook or Appendix E in the CMHC Handbook)</li> <li>• <b>Site Supervisor’s Evaluation Form for Counseling Practicum, in Moodle Drop Box</b> (this is your site supervisor’s evaluation of you – Appendix C in SC Handbook or Appendix C in the CMHC Handbook)</li> <li>• <b>Practicum Hours Summary Form, turn in to Sarah in person or via email ahead of class time</b> (Appendix E in SC Handbook or Appendix F in the CMHC Handbook)</li> <li>• <b>Practicum in Counseling Student Time Log, turn in to Sarah in person or via email ahead of class time</b> (Appendix F in SC Handbook or Appendix G in the CMHC Handbook)</li> <li>• <b>If students continue at site, after 5/4 and through 5/8, please send an updated, final version of hours logs and summary to Sarah once you have it. You may email or fax (603-659-0233 and let Sarah know you sent a fax) it.</b></li> </ul>

<p><b>Sometime Before End of Term</b></p>		<p><b><u>Due when PSU sends out email:</u></b></p> <ul style="list-style-type: none"> <li>Your online course evaluation of your University Supervisor (aka Practicum instructor)</li> </ul>
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**PRACTICUM REQUIREMENTS CHECKLIST**

\_\_\_\_\_ Intent to Enroll in Practicum Form (Fall 2019)

\_\_\_\_\_ Counseling Practicum Site Agreement (Fall 2019)

\_\_\_\_\_ A copy of your Liability Insurance to appropriate field placement coordinator (no later than January 21, 2020). You must show copy to Practicum Professor during first night of class. You may not begin at your site until you have submitted a copy of your liability insurance with your program's field placement coordinator:

School Counseling – Dr. Hausheer

CMHC – Dr. Mariska

CFT – Dr. Flynn.

\_\_\_\_\_ Informed Consent for Taping for your site (February 3)

\_\_\_\_\_ Initial Self Evaluation and Goal Statement (February 10)

\_\_\_\_\_ Suicidality Assessment Paper (February 24)

\_\_\_\_\_ University Supervision Recording & Tape Review Form One

Student 1 (March 16)

Students 2 & 3 (March 23)

Student 4 (March 30)

\_\_\_\_\_ Discuss emergency procedures for your site with your site supervisor, read related articles and ask questions about the assignment in class (prior to March 16)

\_\_\_\_\_Emergency Procedure Paper & Discussion (March 16)

\_\_\_\_\_Case Presentation during Group Seminar with PowerPoint. University Supervision Recording & Tape Review Form Two. Case Conceptualization paper.

Student 1 (April 6)

Students 2 & 3 (April 13)

Student 4 (April 20)

\_\_\_\_\_Supplemental Tapes or Clips (as requested)

\_\_\_\_\_Final Self Evaluation Reflection Paper (May 4)

\_\_\_\_\_Practicum Site Information Form (Your evaluation of your experience at the site) (May 4)

\_\_\_\_\_Practicum Logbook (should be initialed weekly by site supervisor, may be collected at any individual/triadic supervision meeting. Final SIGNED logbook due by May 4 to Practicum Professor [hardcopy]. Be sure to keep a copy for your files!)

\_\_\_\_\_Practicum Hours Summary Form (Attach to front of printed logbook with signatures, due to University Supervisor – no later than May 4 to Practicum Professor [hardcopy]. Be sure to keep a copy for your files!)

\_\_\_\_\_ Site Supervisor Evaluation of you (Due May 4)

\_\_\_\_\_Your Evaluation of University Supervisor (Due at end of term)

\_\_\_\_\_Final Hours Summary and Logbook, if you continued at your site after 5/4 and through 5/8. Submit via email or fax (603-659-0233 and let Sarah know you faxed it) to Sarah. (May 8)

\_\_\_\_\_ **Ensure all flashdrives have been cleaned!** All digital recordings from sessions should be deleted. (Due at end of term)

**Tape Review Form  
CO5100 Counseling Practicum**

Practicum Student:	Date of Counseling Session:
Client/group code name: <sup>1</sup>	Tape Review #    1    2
Session length:	Counseling session # with this client/group:

<sup>1</sup>Please label your recording with this code and refer to the client by the code name throughout your review

**1. Counselor Reflections.**

*a. Counselor skills* (what were you personally working on during the session, what skills did you utilize):

*b. Counseling relationship related goals and skills:* (what were you hoping to accomplish in your relationship with the client during this session and what skills did you employ to accomplish this):

*c. What did you do well?:*

*d. What would you like to do differently in future sessions? What were your struggles?*

**2. Supervision Questions and Needs.**

*a. How can your peer and I be most helpful to you?/What would you like to accomplish before leaving supervision?*

*b. Are there experiences from your past that are being triggered by any particular client or reactions you are having to this or another client that you'd like to process?*

*c. Are there certain skills that you would like to discuss or practice?*

*d. Are there ethical, diversity or advocacy issues that you have questions about related to this client/student?*

*e. Is there a certain theory that you're struggling to apply or want to discuss?*

*f. Do you have ideas or wonderings about where to go next with a client that you'd like to discuss?*

*g. How are you feeling about being a counselor at this time/ what professional identity or personal challenges is your work bringing up for you*