**The College of Education's Conceptual Framework**

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

**The Counseling Program Mission**

To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

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| **COURSE INFORMATION**COUN 5540, School Counseling Practicum 4 CreditsClassroom: Loyola 202 Tuesdays 4-5:30pmSpring 2022 | **INSTRUCTOR**Office Hours: Ph: Email:  |

**REQUIRED TEXTS AND/OR READINGs**

No textbook. Readings to be announced.

**Content areas**

Graduate Bulletin Description: Supervised counseling experience in a school setting. Closed to non-matriculated students. Graded CR/F. Fingerprinting/Background check, required. Prerequisite: (COUN 551)

Course Purpose/Goals:

1. SOCIAL AND CULTURAL DIVERSITY
2. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
3. multicultural counseling competencies
4. help-seeking behaviors of diverse clients
5. COUNSELING AND HELPING RELATIONSHIPS
6. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
7. essential interviewing, counseling, and case conceptualization skills
8. developmentally relevant counseling treatment or intervention plans
9. evidence-based counseling strategies and techniques for prevention and intervention
10. RESEARCH AND PROGRAM EVALUATION
11. identification of evidence-based counseling practices
12. evaluation of counseling interventions and programs

SECTION 3: PROFESSIONAL PRACTICE

PRACTICUM

1. Students 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.
2. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
3. Practicum students 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.
4. Practicum students 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.

SECTION 5: SCHOOL COUNSELING

1. PRACTICE
2. interventions to promote academic development
3. techniques of personal/social counseling in school settings
4. strategies to facilitate school and postsecondary transitions
5. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
6. approaches to increase promotion and graduation rates
7. Washington Administrative Code WAC 246-811-030
Chemical Dependency Professional

2 (g) HIV/AIDS brief risk intervention for the chemically dependent

**KNOWLEDGE AND SKILLS OUTCOMES**

**COURSE OBJECTIVES** :

* Students will apply culturally appropriate counseling skills to work with diverse populations.
* Adhere to the American Counseling Association’s (ACA) Ethical Codes and/or the American School Counselor Association’s (ASCA) Ethical Standards for School Counselors as a framework for professional decision-making.
* Demonstrate culturally appropriate counseling interventions when working with diverse clients.
* Demonstrates appropriate interviewing and counseling skills.
* Students will be able to appropriately select and demonstrate use of counseling theories with clients.
* Counsel individual students and small groups of students using appropriate theories and techniques with respect to each diverse learner.
* Complete a minimum of 100 clock hours of supervised practicum experience, 40 of which are direct counseling.
* Attend weekly group supervision (average of 1.5 hours per week).

**COURSE EXPECTATIONS**

* If you are in an emergency situation and need to use your cell phone during class time, please let me know immediately so that I am aware. This demonstrates respect for your classmates, the professor, and the learning environment.

**COURSE INSTRUCTIONAL METHODS**

This course is designed online which would include a variety of learning methods that appeal to different learning styles. The instructional methods in this class will include and integrate kinesthetic, audio and visual learning activities, live demonstration, role playing, supervision techniques, student presentations, and structured group exercises.

**COURSE REQUIREMENTS**

**Clearance:** Students are not permitted to begin practicum, including class, until they have completed and turned in all of the required paperwork. Students may begin their practicum the first week of SU’s winter term. The practicum ends the last Friday of finals week at SU.

**Attendance Policy**: Due to the experiential nature of counseling courses attendance is required for all classes. In clinical courses, attendance is critical because students depend on each other for observation, feedback, and consultation. In non-clinical courses, classroom activities and instruction necessarily contribute to the learning objectives of the respective courses. **Students who miss two classes in a course will be required to repeat the course.** Repeating a course may delay a student’s program of study.

Attendance means arriving for class on time, staying logged in for the duration of the class, and remaining focused on the class during each class session.

**Participation** means preparing for class by reading required texts/materials, entering into class discussions with informed and relevant comments/questions and participating in class activities. Students who rarely or never participate in class discussions or activities will receive a grade reduction despite attendance.

**Liability Insurance:** Although all students are provided liability insurance through Seattle University. Students are ***strongly encouraged*** to join ACA or ASCA for individual liability insurance.

**Ethical Guidelines for Counseling Supervisors:** The Association for Counselor Education and Supervision in March of 1993 adopted the Ethical Guidelines for Counseling Supervisors (<http://www.siu.edu/~epse1/aces/documents/ethicsnoframe.htm>). This syllabus is designed to keep with the standards set forth by the association.

**Ethical Guidelines:** All students are required to adhere to the ethical guidelines of the American Counseling Association’s (ACA) Code of Ethics and the American School Counselor Association’s (ASCA) Ethical Standards for School Counselors.

**Updates:** Please keep the instructor and site supervisor informed of any noteworthy student issues (e.g. parental/gaurdian abuse, suicide, etc.) and any behavior/topic that causes questions or concerns regarding students’ mental health.

**Note:** Students should be aware that in this class, the class instructor serves multiple roles, including that of educator, supervisor and gatekeeper. Students should consult the 2014 ACA Code of Ethics to fully understand the complexity of these roles and the implications for participation in this class.

**STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

**Grading:** This is a credit or no credit class. In order to receive credit for this class you must successfully complete all of the following:

* Attendance and participation in the practicum class – **ATTENDANCE IS REQUIRED**
* Attendance and participation in individual supervision with your site supervisor
* Completion of 100 hours of practicum: the student must have successfully completed 40

hours of direct client contact and 60 hours of indirect clock hours.

* Completion (on-time) of videotape, hours log, site supervisor evaluation, and other required assignments
* Satisfactory evaluation of clinical competencies as demonstrated in the case recording shared in class (the Clinical Competency Skills Rubric lists the evaluated competences)

The course instructor determines final evaluation of counseling skills, with input from the site supervisor. The student will also have the opportunity to evaluate the site and their supervision experience. These evaluations are due by the end of the quarter.

**Assignments**

**Hours**: Students must complete a minimum of a 100-hour practicum experience. The following are examples of direct contact hours: individual counseling, group counseling, teaching classroom guidance lessons, and consultation. Failure to complete your hours will result in an incomplete or failing grade. Hours logs will be due at the end of the term.

**Supervision:** Practicum students are to receive a **minimum** of 15 hours of *group* supervision as a part of their practicum. *Individual* supervision is to occur a minimum of one hour per week during practicum with your site supervisor. Each student will present **one recording** in class. Students who do not present a direct counseling tape in class that demonstrates their counseling skills and competencies **will not pass the course.** The Clinical Competencies rubric will be used to rate your skill level as demonstrated in your recording. Feedback from the individual supervisor, site supervisor and/or group supervisor will be taken into consideration in the determination if the student passes the course.

**Practicum Logs:** A practicum log must be maintained that documents your counseling hours as well as your hours of supervision. Practicum logs are available on CANVAS. The practicum log needs to be signed by you, your site supervisor, and the course instructor and turned in before a grade can be posted at the end of the term. **Submit your hours at the end of the term on CANVAS.**

**Evaluation:** In order to pass the class you will be evaluated by the course instructor and site supervisor. Evaluations that are below competency may cause the student to fail the course.

The course instructor will send evaluations directly to the site supervisor.

**Case Presentation in Class:** You will present **one** counseling session/recording in class. Authorized permission (using the Seattle University consent form #8) must be obtained from students and a parent/guardian prior to recording. Please be sure recordings are audible and clear otherwise they are unusable and cannot count for the course. The course instructor, using the Clinical Competency Skills rubric in the syllabus below, will evaluate your counseling skills as demonstrated in your recording. This assessment serves as the summative assignment for practicum.

**Readings:** The instructor will assign periodically articles, podcasts, or videos to be discussed in class.

**Evaluation Process**

The instructor will complete the following rubric to assess student career knowledge and skills. Points correspond to the rating scale.

|  |  |  |  |
| --- | --- | --- | --- |
| **Points** | **Overall Rating** | **Rating Scale** | **Description** |
| 192-173 | Mastery | 4 | Able to perform at a high level without supervision on a consistent basis |
| 172-154 | Proficient | 3 | Able to perform without supervision on a consistent basis |
| 153-133 | Developing | 2 | Able to perform with supervision on a consistent basis |
| 132-116 | Beginning | 1 | Able to perform with supervision on a inconsistent basis |
| 115 & below | Inadequate | 0 | Unable to perform with supervision |

**Clinical Competency Skills Rubric:**

|  |  |
| --- | --- |
| **Skill Areas** | **Score** |
| Procedural | Opens session smoothly |  |
| Provides informed consent |  |
| Identifies important concerns in the session |  |
| Identifies risk issues and reports to supervisor |  |
| Follows policy and procedures of an educational or agency setting |  |
| Ability to end session smoothly |  |
| Provides appropriate referrals when necessary |  |
| Appropriately integrates the client’s cultural background into the session |  |
| Attending Behavior | Counselor demonstrates interest in client |  |
| Ability to establish a rhythm and pace compatible with the client |  |
| Ability to establish a rhythm and pace compatible with the client |  |
| Counselor is able to manage silence appropriately |  |
| Listening Responses | Clarification |  |
| Paraphrase  |  |
| Reflection of feeling (empathy) |  |
| Summarization  |  |
| Influencing Responses | Open Question |  |
| Closed Question |  |
| Interpretation (Advanced Empathy) |  |
| Information Giving |  |
| Immediacy |  |
| Self-disclosure |  |
| Confrontation/ Perception Check/ Challenging Statement  |  |
| Counselor and Client Relationship | Ability to mix and balance responses in session |  |
| Demonstrates patience with client |  |
| Establishes a collaborative working relationship with client |  |
| Ability to set goals with client and move toward action in problem solving |  |
| Ability to facilitate decision making |  |
| Ability to evaluate counselor-client relationship |  |
| Ethical Awareness and Conduct | Demonstrates knowledge of general ethical principles |  |
| Demonstrates awareness and sensitivity to ethical issues |  |
| Demonstrates consistent ethical personal behavior |  |
| Consults with supervisor about ethical issues if needed |  |
| Response to Supervision | Prepared for supervision meetings |  |
| Receptive to feedback from supervisor/colleagues |  |
| Understands information communicated in supervision |  |
| Successfully implements suggestions from supervisor |  |
| Aware of areas that need improvement |  |
| Willingness to explore personal strengths and weaknesses |  |
| Interaction with Colleagues | Appears comfortable interacting with colleagues |  |
| Communicates effectively with colleagues |  |
| Builds rapport and respect with colleagues |  |
| Is sensitive and responsive to colleagues needs |  |
| Communicates effectively with colleagues |  |
| Builds rapport and respect with colleagues |  |
| Is sensitive and responsive to colleagues needs |  |
| Is sensitive to cultural differences  |  |
| Is sensitive to gender differences |  |
| Total Score |  |  |

\*\*Depending on the quality of counseling skills demonstrated, professor may require the counseling intern to submit additional recordings.

**SCHEDULE**

| **Date** | **Topics**  | **Readings and Assignments** | **Assignments Due** |
| --- | --- | --- | --- |
| 3/29Class #1 | Introductions & ExpectationsSyllabus review | TBA |  |
| 4/5Class #2 | Group Supervision  | TBA |  |
| 4/12Class #3 | Group Supervision | TBA |  |
| 4/19Class #4 | Group Supervision | TBA |  |
| 4/26Class #5  | Group Supervision | TBA |  |
| 5/3Class #6 | Group Supervision | TBA |  |
| 5/10Class #7 | Group Supervision | TBA |  |
| 5/17Class #8 | Group Supervision | TBA |  |
| 5/24Class #9 | Group Supervision | TBA |  |
| 5/31Class #10 | Group Supervision | TBA | Due: Final Hours Log |

# Academic Policies

# Seattle University Academic Policies and Forms=

Applicable academic policies can be found at the following link: <https://www.seattleu.edu/redhawk-service-center/academic-policies/>. Relevant forms can be found at the following link: <https://www.seattleu.edu/redhawk-service-center/forms/>.

Support for Students with Disabilities

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through [Disability Services](https://www.seattleu.edu/disability-services/) located in Loyola 100, (206) 296-5740, ds@seattleu.edu. The Associate Dean for Academic and Student Services, serves as the college’s Americans with Disabilities Act (ADA) Coordinator and provides supports in the accommodations process.

Support for Religious Accommodations

The [Policy on Religious Accommodations for Students](https://www.seattleu.edu/policies/) and associated FAQ and request form govern reasonable accommodations for students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program.

Seattle University Academic Integrity Policy

Academic dishonesty in any form is a serious offense against the academic community and will be addressed according to the [Academic Integrity Policy](https://www.seattleu.edu/redhawk-service-center/academic-policies/). The [Academic Integrity Tutorial](https://www.seattleu.edu/academic-integrity/resources-for-students/) is a learning aid to help you understand the “do’s and don’ts” of academic life.

Academic Grading Grievance Policy

The [Academic Grading Grievance Policy](https://www.seattleu.edu/redhawk-service-center/academic-policies/) governs the process for challenging course grades. A student seeking to grieve a grade carries the burden of proof to establish that the faculty member acted arbitrarily or capriciously in assigning the course grade.

Professional Conduct Policy

The [Professional Conduct Policy](https://www.seattleu.edu/redhawk-service-center/academic-policies/) applies to all students situated in field experiences, who must at all times conform to conduct that demonstrates the appropriate ethical, professional and social attributes expected of professionals in that practice. The professional standards that govern field experiences in this course are the [American Counseling Association’s Code of Ethics](https://www.counseling.org/resources/aca-code-of-ethics.pdf).

Student Concerns & Complaints

The [Concerns & Complaints](https://www.seattleu.edu/education/student-resources-and-services/concerns--complaints/) webpage includes resources for students who have concerns with other students, staff, faculty, or administrators, including the [COE Student Complaint Process](https://www.seattleu.edu/education/student-resources-and-services/concerns--complaints/). Students with academic concerns regarding instruction or advising should first attempt to resolve the issue with the faculty member involved.

# Student Resources

Library, Research, & McGoldrick Learning Commons Resources

* [Lemieux Library](https://www.seattleu.edu/library/) provides research services, technology, and spaces that support learning. The [McGoldrick Learning Commons](https://www.seattleu.edu/learningcommons/) includes a variety of learning assistance programs.
* [College of Education – Student Resources Webpage](https://www.seattleu.edu/education/student-resources-and-services/policies--forms/) includes information pertinent to academic advising, COE policies and forms, registration and waitlists, student life, career services, and concerns and complaints.
* [Campus Ministry](http://www.seattleu.edu/campus-ministry) supports the religious and spiritual lives of students though daily Mass, regular ecumenical Christian worship services, and opportunities for dialogue and service.
* [Commuter Resources](https://www.seattleu.edu/pfe/student-transition/commuter-students/) The Dean of Students Office provides services, programs, and information for graduate students, including a commuter plan, facilities, and the [Collegia Program](https://www.seattleu.edu/student-outreach/resource-spaces/collegia-program/?redirect=true).
* [Counseling & Psychological Services (CAPS)](http://www.seattleu.edu/CAPS/) CAPS offers a range of confidential therapeutic, educational, and consultation support services.
* [Office of Multicultural Affairs (OMA)](http://www.seattleu.edu/oma/) OMA provides resources to support students of color, queer students, and trans students.
* [Writing Center](https://www.seattleu.edu/writingcenter/) Writing Center consultants help students with organizing, revising, and editing drafts.