

**Rutgers, The State University of New Jersey  
Program in School Counseling**

**15:297:627:02 School-based Practicum  
Spring 2012  
Mondays, 4:50 pm - 6:30 pm**

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**Course Description:** The focus of this course is on the development of counseling and guidance skills under supervision. Practicum is the first comprehensive, professional clinical experience for students in the Program in School Counseling and is conducted outside of the University setting. Practicum provides opportunities to perform direct and indirect counseling services. Direct services refer to activities in which the counselor trainee is in direct contact with clients providing counseling services. Examples of direct services are individual and group counseling and classroom guidance. Indirect services indirectly affect the client and are activities related the work of the professional school counselor. Indirect services include consultation, collaboration, advocacy, and program coordination. School counselor trainees adhere to the American Counseling Association (ACA) Code of Ethics and the American School Counselor Association (ASCA) Ethical Standards for School Counselors.

**Prerequisites or co-requisites:** 297:501, 297:505, 297:508, 297:510, 297:613 with a grade of B or better and consent of the program faculty. **A total of a minimum of 100 hours with a minimum of 40 hours of direct service, on-site supervision, and on-campus individual and group supervision are required.**

**Course Goals:**

Practicum students will:

1. Demonstrate an understanding and commitment to developing counseling identity, appropriate credentialing, and professional organization knowledge within school counseling. (CACREP II.K.1.b; II.K.1.d; II.K.1.e; II.K.1.h)
2. Demonstrate effective knowledge and application of helping skills via ability to develop counseling relationships with clients specific to school training site in consultation with school site supervisor and other appropriate staff (CACREP II.K.5.a - 5.e; II.K.5.g standards; School Counselors C2.a; C2.b standards)
3. Demonstrate an understanding of peer counseling, peer mediation, peer helpers and peer tutors as relevant to the placement (School Counselors C.2.a; C.2.c standards)
4. Demonstrate case conceptualization ability, establish therapeutic relationship & counseling goals, applications of appropriate counseling theories, design intervention strategies, and evaluate client outcome within

- multicultural and systems perspective (CACREP II.K.5.a - 5.d; II.K.7.h; II.K.7.f; II.K.7.h; II.K.7.i)
5. Demonstrate understanding of career development in schools in regards to program planning; interrelationships among work, family & other roles and factors; career & educational planning; use of technology based applications in an ethical manner (CACREP II.K.4.c - 4.e; II.K.4.g; II.K.4.i)
  6. Develop and maintain effective working relationships with staff, peers, and supervisors (CACREP II.K.1.b standard; School Counselors A.3 standard)
  7. Demonstrate openness to feedback and an ability to incorporate feedback. (School Counselors Standard D: Clinical Instruction)
  8. Demonstrate openness to diversity as part of the on-going development of counselor cultural competence (CACREP II.K.2.a - 2.f; standard; School Counselors A.8 standard)
  9. Demonstrate comprehensive understanding of social and cultural diversity and associated issues in utilizing multicultural counseling interventions with students, families, school personnel within an ecological perspective (CACREP II.K.2.a - 2.f)
  10. Demonstrate an understanding of community referral sources and an ability to utilize community resources. (School Counselors A.9; B.2 standards)
  11. Understand the management, analysis and presentation of data from school-based information (i.e., grades, enrollment, attendance, retention, placement) (School Counselors C.1.a standard)
  12. Demonstrate professional preparation standards for group leaders (CACREP II.K.6.f)
  13. Demonstrate an understanding of ethical and legal issues in the practice of counseling (CACREP II.K.1.h; II.K.2.f; II.K.5.g; School Counselors A.11 standard)
  14. Maintain a log that consists of a school calendar that indicates time commitments/responsibilities during the practicum (see Course requirements #2 below). (School Counselors A.3 standard)

**Required Readings:**

- American Counseling Association. (1995). Code of ethical and standards of practice (Revised). ACA: Alexandria, VA.
- American School Counselor Association. (2004). Ethical Standards for School Counselors (Revised). ASCA.

**Required Texts:**

- Stone, C., & Dahir, C. A. (2012). The transformed school counselor. Boston, MA. Brooks/Cole.
- Dimmitt, C. L., Carey, J. C., & Hatch, P. A. (2007). Evidence-based school counseling: Making a difference with data-driven practices. Thousand Oaks, CA: Sage.

### Course Requirements/Assignments:

1. **Active Class Participation and Lead Chapter Facilitation.** The practicum group supervision will be a discussion-oriented course and everyone is expected to participate in each class session. Please read each assigned chapter prior to class and come to class prepared to engage in a thoughtful and scholarly discussion. Each student will be required to serve as **Lead chapter discussion facilitator**. It would be helpful for you to **prepare 3 questions** for each chapter discussion. Questions will be due by **12 noon** the day preceding each day of class (i.e., **Sunday by 12 noon**) – **late questions will not be accepted and will be reflected in your course evaluation (i.e., grade). Please upload questions into the assigned SAKAI Dropbox which will be accessible to all students and faculty.** These questions should be thoughtful – going beyond definitional issues or areas of confusion (such as more basic questions, do not include them in your thoughtful discussion questions that you prepare). In particular, I expect that the questions will make connections about **what it means to be a school counselor** based on theory, research, advocacy, and best practices. It would also be acceptable to write questions stating an argument or point of view that you derive from the chapter reading and asking if others agree. You will use these questions as the basis as the **Lead chapter discussion facilitator**. Please note that you will not be able to facilitate a class discussion for each question you develop; it is best to select your most desired question from each chapter for class discussion. The remaining 4 questions will serve as a “**Critical Reflections Questions**” for the class.
  
2. Each student will become knowledgeable of and follow all relevant guidelines at the practicum site as required by policies of that site. In addition, students will be aware of all university guidelines as outlined in Practicum (see Rutgers GSE *Student Handbook for School Counseling Program* and *Clinical Instruction Manual for School Counseling Program* online at program website) and comply with the ethical standards of practice of ASCA, ACA and all other pertinent legal codes.
  
3. In developing counselor helping skills, you will receive supervision from a site supervisor and a university supervisor. **A Weekly Log** will be utilized so that appropriate documentation of the requirements of the course is completed. You will present at least two case studies of a client of your choice demonstrating the role of culture and diversity in addressing the client’s needs. Also, you will demonstrate an understanding of relevant research and the link to practice. Minimum hourly requirements for the completion of the practicum are suggested below:

i.	Direct Service	40 hours
ii.	Indirect Services	20 hours
iii.	Individual Supervision	15 hours
iv.	Group Supervision	15 hours
v.	<u>Related Activities</u>	<u>10 hours</u>
	<b>Total Hours</b>	<b>100 hours</b>

- ❑ **Direct Service-** Maintain 3-4 client hours per week at the site to obtain your 40 hours of direct service in individual/group counseling. Your practicum will start at beginning of semester and continue through the **end of Rutgers academic semester (May 9, 2012)** or the **end of the practicum site school year** to acquire the minimum 100 hours. (These direct service requirements may be modified to be consistent with the policies of the training site).
- ❑ **Note. If taping clients, professional disclosure statements must be provided to parents/guardians along with permission to tape forms for signature. Signed permission to tape forms must be obtained before recording any session.**
- ❑ **Individual Supervision-** 1 hour weekly with a supervisor. Your on-site supervisor will arrange a day and time to meet with you. Maintain a weekly log of all session summaries and accumulated hours (see **Weekly Log below**).
- ❑ **Group Supervision-** an average of 1 1/2 hours per week. The group will participate in peer supervision. School counselor competencies will be highlighted with class discussion focused on brief counseling models, case presentations, and ethical and legal issues relevant to school counseling.
- ❑ **Small Group Supervision-** 1 hour weekly with on-campus faculty. The small group will consist of 1 to 3 school counselor trainees and provide time for more personalized focus on developing school counselor competencies. Trainee is expected to complete a **Mini-Case Presentation** and provide handout during supervision.

*\*Attendance at supervision is a requirement for completion of the course. If unforeseen circumstances prohibit your attendance, you must arrange to make up the supervision time in an agreed upon manner with your supervisor. Details will be discussed in group supervision.*

- ❑ **Practicum Agreement Form\*-** You and your school-site supervisor must complete the **Rutgers GSE Practicum Agreement Form**. This document specifies practicum learning goals indicating the types of direct and indirect services hours you may experience during your training. **Three copies due February 6, 2012.**
- ❑ **Practicum Goal Statement-** You will submit a typed, 2-3 page assessment of your present counseling skills (i.e., include an assessment of current strengths and areas of growth as a counselor in addition to theoretical orientation) and contractual role, responsibilities, tasks, and activities to be completed during your practicum. You must provide a copy of your Practicum Goal Statement to your school-site supervisor and your university faculty individual supervisor. **Due February 13, 2012.**

- ❑ **Individual Case Study Presentations-** You will be expected to **deliver 2 individual case study presentations** as part of peer group supervision this semester. Your presentation should focus on direct service of individual and/or group counseling experience with a student from your practicum experience. You will be expected to focus on a primary and secondary area of student development: career, academic, or personal/social. You will be expected to lead a **30-minute discussion of your Individual Case Study Presentation including a 10-minute PowerPoint summary highlighting key information from your individual case study narrative.** Your **Individual Case Study Presentation must be uploaded into SAKAI** under Resources in such a labeled folder **by 4:00 pm on Sunday before your presentation.** You are required to provide students and faculty with handout of your PowerPoint during class. **Please see Individual Case Study Presentation general format guideline included within your syllabus.**
- ❑ **School-based Practicum School Site Profile-** You will be expected to complete a profile of your assigned school and deliver a 15-minute presentation. **All school site profile narratives are due March 5, 2012 by 5:00 pm and must be uploaded into SAKAI** under Resources in such a labeled folder.
- ❑ **Comprehensive Data-Driven School Counseling Program Paper- *How are students different as a result of what school counselors do?*** Use the ASCA National Model as a framework for examining the school counseling program as an integral part of student achievement. You will be expected to examine the foundation, delivery, management, and accountability of the school counseling program as described in the ASCA National Model and to write a 4-6 page description of the degree to which your school site utilizes the ASCA National Model. Provide examples of on-going systematic services you and others have utilized with students during practicum. Indicate your perception of the utilization rates & patterns as well as efficacy of such services in your school site. **Due April 16, 2012.**
- ❑ **Weekly Log of Practicum Hours\*-** The Weekly Log will be utilized so that appropriate documentation of the requirements of the course is completed. This form is critical in verifying completion of **minimum 100 hours** of practicum training. You **must** submit your Weekly Log **each week during practicum class.** Each week it **must be signed** by you and your on-site school supervisor. **You must bring three (3) copies of your weekly log to class each week. I will sign each one and keep one copy with original signatures.**
- ❑ **Mid-Semester Evaluation\*-** You must have your school-site supervisor complete the ***Rutgers GSE Practicum Placement Supervisor's Evaluation Form*** after the 7<sup>th</sup> week of the semester. **Three signed copies (by you and your on-site school supervisor) are due March 19, 2012.**
- ❑ **Final-Semester Evaluation\*-** You must have your school-site supervisor

complete the *Rutgers GSE Practicum Placement Supervisor's Evaluation Form* the last week of the semester. **Three signed copies (by you and your on-site school supervisor) are due April 30, 2012.**

- ❑ **End of Semester Practicum Experience Evaluation\***- You must complete the *Rutgers GSE Practicum Internship Student Experience Evaluation Form*. **Due April 30, 2012.**
- ❑ **End of Semester Completion of Hours Form\***- You must have your school-site supervisor complete the *Rutgers GSE Practicum Internship Completion of Hours Form* document. **Due April 30, 2012.**

**\*Note:** All forms (Practicum Agreement, Weekly Log, Evaluation, Experience Evaluation, Completion of Hours, etc.) indicated above are available via School Counseling Program website. See *Resources for prospective and current School Counseling students* are also available online. Click on “*also available online.*”

#### **Evaluation Procedures:**

Grading will be done on a *Satisfactory or Unsatisfactory* basis. You are encouraged to focus on your professional development as a school counselor. The mid-term and final evaluation will focus on the development of skills over the semester. Successful completion of the course requirements, the on-site supervisor's evaluation, and evidence of professional development will serve as the basis for the final grade. It is your responsibility to present appropriate data throughout the semester that represents your work at the practicum site.

#### **Student Evaluation Procedures (excerpt from Clinical Instruction Manual)**

Systematic formal evaluations of student progress are an important part of the School Counseling program. Students in School Counseling will receive a formal evaluation after the first year of study. Students must receive faculty approval before applying for internship. Students are expected to progress toward effective self-evaluation by demonstrating competence in course work and practicum.

The faculty has an obligation to the counseling profession to prepare and only recommend for certification caring, competent school counselors. In rare circumstances, the faculty identifies a student who does not fulfill that standard. In such a case, a student is asked to leave the practicum or internship. Any of the following violations may cause a student's removal from the clinical instruction:

- Violations of the Rutgers Policy on Academic Integrity
- Violations of the University Code of Student Conduct (<http://www.rci.rutgers.edu/~polcomp/judaff/ucsc.shtml>)
- Failure to adhere to or inconsistencies with the CACREP Standards
- Failure to adhere to ethical and legal standards of ASCA and ACA

Failure to adhere to any of the expectations or unsatisfactory clinical performance

evaluations may result in the removal of a student from the clinical instruction site or the program. In general, Appeal or grievance procedures are available in the Graduate School of Education Catalog.

**Academic Integrity:**

Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work at the University. Students are also encouraged to report alleged violations of academic integrity to the faculty member teaching the course in which the violation is alleged to have occurred. See <http://academicintegrity.rutgers.edu/integrity.shtml> for detailed specifications.

**Students with Disabilities:**

"Rutgers, the State University of New Jersey abides by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments (ADAA) of 2008, and Sections 504 and 508 which mandate that reasonable accommodations be provided for qualified students with disabilities and accessibility of online information. If you have a disability and may require some type of instructional and/or examination accommodation, please contact me early in the semester so that I can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services and administer exams with accommodations for students with disabilities. The Office of Disability Services is located in the Kreeger Learning Center, 151 College Ave, Suite 123, phone number 732-932-2848. I look forward to talking with you soon to learn how I may be helpful in enhancing your academic success in this course."

**Course Calendar**

<b>Date</b>	<b>Reading</b>	<b>Topics</b>
<i>January 23</i>		Overview of syllabus. Review all requirements and procedures for individual and group supervision.
<i>January 30</i>	Stone & Dahir: Chapter 1 <i>Kara</i> Stone & Dahir: Chapter 9 <i>PJ</i>  See <a href="http://www.franklinboe.org">www.franklinboe.org</a> see <i>Franklin Township's District Comprehensive Equity Plan (under Faculty and Staff)</i>	* New Vision of 21 <sup>st</sup> -Century School Counseling * Diversity Matters  Multicultural Counselor Competencies School culture and school equity
<i>February 6</i>	Stone & Dahir: Chapter 11 <i>Reginald</i>  Stone & Dahir: Chapter 6 <i>Eleanor</i>	* Creating a Safe, Supportive, and Respectful School Culture and Environment * Legal and Ethical Issues for School Counselors  <i>Individual Case Study Presentation</i> ___ <b>Kara</b> ___  <b>Practicum Agreement Form Due</b>
<i>February 13</i>	Stone & Dahir: Chapter 2 <i>Adrian</i> Stone & Dahir: Chapter 3 <i>Isabel</i>	* Counseling Theory in Schools * Counseling Practice in Schools  <i>Individual Case Study Presentation</i> ___ <b>Reginald</b> ___  <b>Practicum Goal Statement Due</b>
<i>February 20</i>	Stone & Dahir: Chapter 4 <i>Kara</i> Stone & Dahir: Chapter 5 <i>PJ</i>	* School Counselors as Leaders * School Counselors as Advocates  <i>Individual Case Study Presentation</i> ___ <b>PJ</b> ___
<i>February 27</i>	Stone & Dahir: Chapter 7 <i>Reginald</i> Stone & Dahir: Chapter 8 <i>Eleanor</i>	* Implementing the ASCA National Model * Accountability and Data-Driven Decision Making  <i>Individual Case Study Presentation</i> ___ <b>Adrian</b> ___
<i>March 5</i>	Stone & Dahir: Chapter 10 <i>Adrian</i> Stone & Dahir: Chapter 14 <i>Isabel</i>	* Working with Special Needs Students * Preparing All Students to Become Career and College Ready  <i>Individual Case Study Presentation</i> ___ <b>Eleanor</b> ___  <b>Practicum School-Site Profile Due (online SAKAI)</b>
<i>March 12</i>	<b>Spring Break</b>	<b>Spring Break</b>
<i>March 19</i>	Stone & Dahir: Chapter 12 <i>Kara</i> Stone & Dahir: Chapter 13 <i>PJ</i>	* School Counselors as Consultants * School Counselors as Coordinators, Collaborators, & Managers of Resources



		<p><i>Individual Case Study Presentation</i> ___Isabel___</p> <p><b>Mid-Semester Evaluations Due</b></p>
March 26	<p>D, C, &amp; H: Chapter 1 <i>Reginald</i></p> <p>D, C, &amp; H: Chapter 2 <i>Eleanor</i></p>	<p>* Moving to Evidence-Based School Counseling Practice</p> <p>* Data-Based Decision Making: Knowing What Needs to Be Addressed</p> <p><i>Individual Case Study Presentation</i> ___Kara___</p>
April 2	<p>D, C, &amp; H: Chapter 3 <i>Adrian</i></p> <p>D, C, &amp; H: Chapter 4 <i>Isabel</i></p>	<p>* Practical Considerations in Using Data</p> <p>* Choosing Interventions: Reading and Weighing Outcome Research</p> <p><i>Individual Case Study Presentation:</i> ___Reginald___</p> <p><i>School-Site Profile Presentations:</i> _____ TBA _____</p>
April 9	<p>D, C, &amp; H: Chapter 5 <i>Kara</i></p> <p>D, C, &amp; H: Chapter 6 <i>PJ</i></p>	<p>* Evaluating School Counseling Interventions and Programs</p> <p>* Action Research and Collaborative Partnerships</p> <p><i>Individual Case Study Presentation</i> ___PJ___</p> <p><i>School-Site Profile Presentations:</i> _____ TBA _____</p>
April 16	<p>D, C, &amp; H: Chapter 7 <i>Reginald</i></p> <p>D, C, &amp; H: Chapter 8 <i>Eleanor</i></p>	<p>* Measuring Student Learning and Behavior Change</p> <p>* Using Surveys to Gather Information</p> <p><i>Individual Case Study Presentation</i> ___Adrian___</p> <p><i>School-Site Profile Presentations:</i> _____ TBA _____</p> <p><b>Comprehensive School Counseling Program (ASCA National Model) Paper Due</b></p>
April 23	<p>D, C, &amp; H: Chapter 9 <i>Isabel</i></p>	<p>* Moving to Evidence-Based School Counseling Practice</p> <p><i>Individual Case Study Presentation</i> ___Eleanor___</p>
April 30	<p>Stone &amp; Dahir: Chapter 15 <i>Adrian</i></p> <p><b>Practicum Wrap-Up</b></p>	<p>* Transitioning into the Field of School Counseling</p> <p><i>Individual Case Study Presentation</i> ___Isabel___</p> <p><b>Final-Semester Evaluations, Weekly Log for Total Hours, and Completion of Hours Forms Due</b></p>

## Spring 2012

### Individual Case Study Presentation General Format

You will be expected to focus on a primary and secondary area of student development: career, academic, or personal/social. Use the following format to present your case.

1. Pretest Results (if applicable)
2. Identifying Data (**Precautions must be taken to maintain confidentiality and anonymity**)
  - a. Age, grade, SES, gender, race/ethnicity, sexual orientation, nationality, language, disability status, etc.
3. Presenting Problem (including referral source)
4. Relevant History
  - a. family/friends
  - b. school
  - c. assessment/testing (i.e. any existing diagnosis or classification)
  - d. summary of previous counseling
5. Sources of Support
6. Student's Strengths
7. Multicultural Considerations
  - a. what specific cultural knowledge and awareness was/is necessary to provide culturally competent service to the student
  - b. list some potential cultural barriers
8. Case Conceptualization and Counseling Plan
  - a. summarize your conceptual understanding of the student's needs
  - b. indicate theoretical framework used to understand student behavior
  - c. state the goals for your work with student
  - d. make recommendations for additional services (if applicable)
9. Interventions and Outcomes
  - a. specifically associated with your conceptual and theoretical frameworks
10. Describe strategies used to address treatment goals and multicultural concerns as well as the student's progress, or lack thereof, toward counseling goals
11. Post-test Results (if applicable)
12. Ethical Considerations involve in the Case
13. Questions you have about the case (minimum of three questions)
14. **Personal thoughts, reactions, and/or feelings** you have about the session or about yourself in the role of counselor (i.e., skill strengths and areas of needed growth).

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**15:297:627:02 School-based Practicum  
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**Mini-Case Presentation**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of School: \_\_\_\_\_

Name of School Site Supervisor: \_\_\_\_\_

**Client Information:**

**Fictitious Name:** \_\_\_\_\_ **Age:** \_\_\_\_\_ **Gender:** Female \_\_\_ Male \_\_\_

**Racial/Ethnic:** \_\_\_\_\_ **Grade level:** \_\_\_\_\_

**Classified:** Yes \_\_\_ No \_\_\_

**Other:** \_\_\_\_\_

**Session Focus:** (*circle below all numbers which apply*)

**Brief Statement of Problem:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Intervention Applied:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Concerns or Questions:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***Session Focus***

- |                           |                               |                             |
|---------------------------|-------------------------------|-----------------------------|
| 01 Attendance             | 10 Home Problems              | 19 Bullying Issues          |
| 02 Behavior               | 11 Personal Social Adjustment | 20 Academic Advising        |
| 03 Career Counseling      | 12 School Program Choice      | 21 Failing Course(s)        |
| 04 Career Decision-Making | 13 Sex                        | 22 Friendship/Peer Conflict |
| 05 College Counseling     | 14 Class Subject Change       | 23 Other _____              |
| 06 Drop-Out               | 15 Teacher-Student Problem    | 24 Other _____              |
| 07 Drug Counseling        | 16 Value Counseling           |                             |
| 08 Employment Counseling  | 17 Sexual Orientation Issues  |                             |
| 09 Finances               | 18 Racial/Ethnic Concerns     |                             |