

Spring 2016
School-Based Practicum
15:297:627:02
3 Credits
Tuesday, 7:40 – 10:20 PM, SC 201

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| Instructor: Kathy Shoemaker | Email: |
| Phone Number: 908-391-8128 | Location: SC 201 |
| Office Hours By prior appointment | Prerequisites or other limitations: 15:297:501, 505, 508, 510, and 15:297:613 |
| Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other | Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: |

Course Description:

The focus of this course is on the development of counseling and guidance skills under the 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 counseling, group counseling, and classroom guidance. Indirect services are activities related to the work of a professional school counselor that indirectly affect the client. 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. **Completion of practicum requires a minimum of 100 clock hours of which a minimum of 40 hours are direct service, on-site supervision, and return to campus for individual and group supervision.**

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)
 15. Appropriately integrate self-care strategies into the counseling role. (CACREP 2. F. 1.1.)

Required Text:

Kabat-Zinn, J. (1994). *Wherever you go, there you are*. New York, NY: Hyperion Books.

Required Readings:

American Counseling Association. (2014). Code of ethical and standards of practice (Revised). ACA: Alexandria, VA.

American School Counselor Association. (2010). Ethical Standards for School Counselors (Revised). ASCA.

Recommended Readings:

Stone, C., & Dahir, C. A. (2012). The transformed school counselor. Boston, MA Houghton Mifflin.

Parsons, R. D. (2007). Counseling strategies that work!: Evidence-based interventions for school counselors. Boston, MA: Pearson.

Course Requirements/Assignments:

1. 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 and comply with the ethical standards of practice of ASCA, ACA and all other pertinent legal codes.
2. You will present 2 case studies of a client of your choice. As part of the case study you will discuss the ways in which a professional school counselor might address the academic, personal/social and career needs of the student as part of a comprehensive school counseling program.
3. You will demonstrate an understanding of relevant research and the connection to school counseling practice. 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. Minimum hourly requirements for the completion of the practicum are suggested below:

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|------|---------------------------|------------------|
| 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> |
| | Total Hours | 100 hours |

- **Direct Service-** Maintain 3-4 client hours per week at the site to obtain your 40 hours of direct service in individual / group counseling. You are expected

to begin your practicum placement during the beginning of the semester and continue through the final week of class or the end of the school year to acquire your 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 university faculty supervisor. Your on-site supervisor also may arrange a day and time to meet with you. Maintain a weekly log of all session summaries and accumulated hours (see weekly log).
- ❑ **Group Supervision-** an average of 1½ 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.

**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.*

- ❑ **Counselor Awareness of Self and Others** Being present is a key component of the counseling process and is a skill that can be enhanced with practice. As a class, we will experience a variety of mindfulness practices and explore appropriate ways to use them to enhance counseling practice with clients. Each class member will create a weekly personal self-exploration experience and reflect on the process throughout the semester in class and through use of a journal. Class members will also actively participate in group discussion and feedback to colleagues.
- ❑ **School-based Practicum School Site Profile-** You will be expected to complete a profile of your assigned school. You will be expected to provide a brief (5-10) minute presentation of your school site.
- ❑ **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.

- ❑ **Individual Case Study Presentations-** You will be expected to deliver a presentation as part of peer group supervision. 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: academic, personal/social or career. You will be expected to give a 10-minute oral PowerPoint presentation summary highlighting key information from your individual case study narrative. You are expected to provide audience peer with handout of PowerPoint. You are expected to facilitate discussion of your case study questions with audience peers. You will need to provide faculty with full Individual Case Study Presentation narrative document. Please see Individual Case Study Presentation General Format guideline provided included with syllabus.

- ❑ **Comprehensive Data-Driven School Counseling Program Seminar Discussion-** *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 and to be able to discuss school counseling based on a theoretical model (ASCA) and the practical model of the school counseling program that you experienced at your site. Is there consistency between theory and practice? Does the theory and recent research inform your practice of school counseling? Provide examples of which on-going systematic services you 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. What do you see as areas of improvement and growth for the profession?

- ❑ **Mid-Semester Evaluation-** You must have your school-site supervisor complete the *Rutgers GSE Practicum Placement Supervisor's Evaluation Form* after the 7th week of the semester. This form is available to you and your school-site supervisor via School Counseling Program website.

- ❑ **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. This form is available to you and your school-site supervisor via School Counseling Program website.

- ❑ **End of Semester Practicum Experience Evaluation-** You must complete the *Rutgers GSE Practicum Internship Student Experience Evaluation Form*.

- ❑ **End of Semester Completion of Hours Form and Weekly Log-** You must have your school-site supervisor complete the *Rutgers GSE Practicum*



Graduate School of Education

Internship Completion of Hours Form and sign each weekly page of your ***Weekly Log of Practicum Hours*** document.

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.

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Calendar

| Date | Topics |
|-------------|--|
| January 19 | Review all requirements and procedures for individual and group supervision. School Counselor Competencies; School Counselors roles and responsibilities |
| January 26 | Multicultural Counselor Competencies |
| February 2 | Ethical Codes and Standards of Practice |
| February 9 | ASCA National Model Practicum School-Site Profile Due |
| February 16 | Helper characteristics-developing counseling effective skills Goal Statement Due |
| February 23 | Helper characteristics-developing counseling effective skills Individual Case Study Presentations |
| March 1 | Individual Case Study Presentations |
| March 8 | Individual Case Study Presentations Mid-Semester Evaluations Due |
| March 15 | <i>No Class- Spring Break</i> |
| March 22 | Individual Case Study Presentations |
| March 29 | Individual Case Study Presentations |
| April 5 | Individual Case Study Presentations |
| April 12 | Individual Case Study Presentations |
| April 19 | Comprehensive School Counseling Program (ASCA National Model) Discussion Individual Case Study Presentations |
| April 26 | Discussion of Comprehensive Data-Driven School Counseling Programs Individual Case Study Presentations |
| May 3 | Practicum Wrap-Up and Evaluation of Sites |
| May 10 | Final-Semester Evaluations Weekly Logs for Total Hours Completion of Hours Form (If additional time is needed in order to complete the 100 clock hour minimum, please see me prior to the end of the semester). |

Spring 2016

**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 and 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, feelings you have about the session or about yourself in the role of counselor (i.e., skill strengths and areas of needed growth).