

**Practicum School Counseling
COU 693**

Flexible Schedule

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By appointment office hours: M, T, Th. 1-4

Founders Hall 217 4:30-7:00 Tuesdays

Course Description:

This course provides role playing and actual counseling experience with a variety of clients, Pre K-12 grades, and challenges.

Prerequisites:

All required school counseling courses.

Objectives:

The student will be expected to demonstrate the following competencies:

Ability to develop and maintain a counselor-client relationship and to apply counseling theory to practice.

Ability to respond to a client at a minimally facilitative level.

Ability to assist clients in decision-making processes, i.e., personal/social, educational/academic, and career by utilizing effectively a variety of counseling techniques or procedures.

Ability to critique counseling of self and fellow students in a facilitative matter.

Ability to terminate or refer clients based upon client's needs.

Ability to write interview summaries and reports.

Ability to adhere to all ACA/ASCA/Kentucky ethical standards.

Foundations:

Students will demonstrate the ability to apply ethical standards and legal precedents to specific counseling situations (B1).

Students will demonstrate the ability to articulate and model an appropriate school counselor identity (B2).

Students will design and implement prevention and intervention/plans for student problems that demonstrate an understanding of the effects of (a) atypical growth and development, (b) health, (c) language, (d) ability level, (e) culture, (f) diversity, (g) socioeconomic status, and (h) factors of resiliency on student learning and development (B3).

Counseling Prevention, and Interventions:

Students will demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups (D1).

Students will provide individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of all Pre K – 12 students (D2).

Students will design and implement prevention and intervention/plans for students that demonstrate an understanding of diverse needs and enable students to set goals and take necessary action to achieve goals. (D3).

Students will demonstrate skills in helping students cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school and community crises (D4).

Students will apply counseling interventions to assist students and parents at points of educational transition (D5).

Diversity and Advocacy:

Students will respond to the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning and development (F1).

Students will address multicultural counseling issues, including possible effects of ability levels, culture, race, stereotyping, family, socioeconomic status, gender and sexual identity (F2).

Students will advocate for the learning and academic experiences that are necessary to promote the academic, career, and personal /social development of all Pre K-12 students (F3).

Students will advocate for school policies, programs and services that are equitable and responsive to the ethnic, cultural, and socioeconomic differences of all students (F4).

Students will promote the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate (F5).

Students will engage parents, guardians, and families as necessary to promote the academic, career and personal/social development of all Pre K-12 students (F6).

Assessment:

Students will assess and interpret student needs, recognizing uniqueness in culture, languages, values, backgrounds, and abilities (H1).

Students will analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs (H2).

Students will assess student needs and make appropriate referrals to school and/or community resources (H3).

Students will select appropriate assessment strategies that can be used to evaluate the academic, career, and personal/social development of all Pre k-12 students (H4).

Students will assess barriers that impede the academic, career and personal/social development of all Pre K-12 students (H5).

Research and Evaluation:

Students will establish and assess measurable outcomes for counseling interventions, experiences (J1).

Students will analyze and use data to help evaluate student needs and outcomes (J2).

Students will provide data related to student outcomes and interventions (J3).

Academic Development:

Students will conduct programs that are designed to enhance students' academic development (L1).

Students will apply and use knowledge of pedagogical and counseling methods and techniques to design contextually appropriate counseling and learning experiences to promote the achievement of all students (L2).

Students will implement strategies and activities for preparing students for a full range of postsecondary options and opportunities (L3).

Students will implement research-based differentiated strategies that draw upon subject matter and pedagogical content knowledge and skills to promote the achievement of all students (L4).

Collaboration and Consultation:

Students will work with parents, guardians, and families to act on behalf of their children to address problems that impact students' success in school (N1).

Students will locate and coordinate resources in the community that can be utilized in the school to improve student achievement and success (N2).

Students will consult with teachers and staff and social agencies to create an environment that promotes the academic, career, and personal/social development of all Pre k-12 students (N3).

Students will establish referral procedures with helping agents in the community to secure assistance for students and their families (N5).

Bibliography:

Baird, B. (2002). *The internship, practicum and field placement handbook*. Upper Saddle River, NJ: Prentice Hall.

Hecker, L., & Deacon, S. (1998). *The therapist's notebook: Homework, handouts and activities for use in psychotherapy*. NY: Haworth.

Recommended readings on an as-needed basis.

Requirements:

Prompt, regular attendance at supervision and class times are required. Each student is to maintain a caseload of at least 5 clients and maintain case records as instructed. Each student will be involved in staffing by case presentation, observation, feedback, and consultation. Each student is required to do at least one case presentation in front of the class. Each student is to purchase at least 6 high quality tapes for recording sessions. Each student **MUST** have counseling insurance (ACA, ASCA, KCA) before seeing a client and must sign a statement indicating he/she will abide by the ACA Code of Ethics. You must record ALL counseling sessions for review by supervisor. A word by word transcript of your best 10 exchanges must be submitted with the tape along with a better response. You **MUST** complete the proper paper work on each client and if necessary parental permission for counseling. Permission must be granted for taping each client session. You **MUST complete 100 hours 40 of which must be direct client contact hours**. It is understood that you must see clients outside of class time to complete your requirement. You **MUST** attend at least ½-1 hour of weekly supervision during class time. You **MUST** attend the group lecture and micro-training portion of class time. Your grade will be based on the **QUALITY of your performance as well as the QUANTITY**.

Course Outline:

The first half hour will be devoted to preparation and instructions. The class may involve mini-lectures, micro-training, and micro-counseling prior to introduction of role-playing classmate for ongoing counseling sessions. Counseling sessions will be held from 5:00-5:30; 6:00-6:30 or 5:45-6:15. The ¼ or ½ hour after each session is for completing paperwork on the client or preparing for the next client. Students will be required to see clients outside of class time to complete your requirements of 40 direct contact hours. Group supervision will be provided at the final hour or ½ hour of class.

Evaluation:

The final grade will be based on supervisor evaluation of 3 out of 4 submitted tapes, student's class participation, and student's completion of assignments. The grading scale is as follows:

A The counselor can, in the judgment of the supervisor, engage in subsequent counseling with **MINIMAL** supervision, be receptive of supervision feedback, properly maintain client files, and follow ethical standards.

B The counselor can, in the judgment of the supervisor, engage in subsequent counseling with **MODERATE** supervision, be receptive of supervision feedback, properly maintain client files, and follow ethical standards.

C In the judgment of the supervisor, the counselor **HAS NOT ACHIEVED THE CRITERIA** for an A or B grade. If the supervisor believes that the counselor had the potential to achieve those criteria with additional supervised experience, it will be recommendations aimed at remediation. If remediation is not a possibility the counselor will be duly informed.

Grade is based on QUALITY of your performance as well as the QUANTITY.

Forms to be completed:

Insurance requirement acknowledgement

Statement of Ethical/Legal Awareness

NKU Practicum Intake / Referral Form

(with client and if under 19 with parent/guardian – sessions are taped for educational purposes)

Consent for Services/Parent Permission

Informed Consent Check List

Psycho-Social Family Assessment

Steps in Counseling

Listening Skills Mastery Tape Evaluation

Review of Tapes

Basic Counseling Skills: Analysis Chart

Conceptualizing a Case

Time Sheet

Norse Express:

All NKU counseling students are required to register for a university e-mail account. Check e-mail regularly throughout the semester for information.

ADA Compliance:

“Students with disabilities who require accommodations (academic adjustments, auxiliary aids or services) for this course must register with the Disability Services Office. Please contact the Disability Service Office immediately in the University Center, Suite 320 or call (859) 572-6373 for more information. Verification of your disability is required in the Disability Services Office for you to receive reasonable academic accommodations.”

Academic Honesty:

NKU is dedicated to creating an environment conducive to the development of educated and intellectually curious people. Cheating and plagiarism are in opposition to the environment. Therefore, we require that all work submitted by a student be a product of that student’s own ideas and words.

Plagiarism is defined as using someone else’s thought and/or words and allowing other people to believe they are your own. It does not matter whether this is done intentionally or unintentionally. One is plagiarizing if one uses specific words, phrasing, or ideas of others without using quotation marks and citations. When paraphrasing an idea or sentence, the original source of this material must be cited.

Cheating is defined as copying from someone else’s exam, purchasing a paper to be submitted as your own ,or using books and/or notes during exams (in-class or take-home) when expressly forbidden to do so.

These examples of cheating and plagiarism are not meant to be exhaustive. Rather they are to be used as basic guidelines for appropriate academic behavior.

NKU takes academic dishonesty very seriously. A student guilty of cheating or plagiarism may be given a failing grade for the assignment or course by the instructor, who can recommend suspension or expulsion from the University. Cheating and plagiarism will not be tolerated in any form. All work submitted by a student must represent that student’s own ideas and effort; whether work does not, the student has engaged in academic dishonesty.

August

- 21 Review of syllabus and forms. Assign role playing partners – speaker, listener, observer
- 28 Time sheet, intake form, conceptualization form, ethical vignettes, role playing, insurance form, code of ethics form. Group I 1st in class taping.

September

- 04 Intake form due, video, role playing, ACA Code of Ethics. Group I 2nd in class taping.

- 11 Tape I due, video, role playing, review tapes, case conceptualization, intake form, ethical vignettes. Group I 3rd in class taping.
- 18 Video, role playing, review tapes, case conceptualization, intake form, ethical vignettes. Group II 1st in class taping.
- 25 Video, role playing, review tapes, case conceptualization, intake form, ethical vignettes. Group II 2nd in class taping.

October

- 02 Tape II due, video, role playing, review tapes, case conceptualization, intake form, ethical vignettes. Group II 3rd in class taping.
- 23 Video, role playing, review tapes, case conceptualization, intake form, ethical vignettes. Group III 1st in class taping.
- 30 Video, role playing, review tapes, case conceptualization, intake form, ethical vignettes. Group III 2nd in class taping.

November

- 06 Tape III due, video, role playing, review tapes, case conceptualization, intake form. Group III 3rd in class taping.
- 13 Video, role playing, review tapes, case conceptualization, intake form
- 20 Video, role playing, review tapes, case conceptualization, intake form
- 27 Tape IV due, video, role playing, review tapes, case conceptualization, intake form

December

- 04 Final class: Due – copies of intake form, copy of case conceptualization, original of hours (keep copy for self),

Information on 3 tapes for grading. Tape should be on location to begin 10 exchanges, written transcript of 10 exchanges in sequence including: client, counselor response, better exchange; response analysis.

Grading:

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|------------------------|--|
| Attendance | 10 (5 points off for each absence up to 2) More than 2 absences will result in the drop of one letter grade for the final grade. |
| Case conceptualization | 10 |
| Role playing | 10 |
| Intake form | 10 |
| Tape I | 20 E- A; OK -B; NI- C |

Tape II
Tape III

20 E- A; OK -B; NI -C
20 E- A; OK -B; NI -C

90 - 100 A
80 - 89 B
70 - 79 C
60 - 69 D

Grading for tapes includes: develop relationship, goal for session, non-verbal communication, questions (open/closed), silence, clarification, reflection of content, reflection of feelings, reflection of discrepancy (confrontation), timing, congruence, empathy, summarization