# COUN 5813 Practicum in School Counseling

Midwestern State University

Gordon T. & Ellen West College of Education

## Instructor/Contact Information:

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Office Hours: You can meet with me through Zoom by appointment.

## Semester: Fall 2020

## Required Zoom Class Meetings:

Mondays & Wednesdays 5-6 pm

## Required Text:

Zambrano, E., Cox, E., Kessel, S., Lerman, E., Solmonson, L., Wines, L. (2018). The

Texas model for comprehensive school counseling programs (5th ed.). Texas Counseling Association.

## Prerequisites: Must have completed 39 semester hours, including [COUN 5253](https://catalog.msutexas.edu/content.php?filter%5B27%5D=COUN&filter%5B29%5D=5813&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=22&expand=&navoid=1122&search_database=Filter#tt3224), [COUN 5273](https://catalog.msutexas.edu/content.php?filter%5B27%5D=COUN&filter%5B29%5D=5813&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=22&expand=&navoid=1122&search_database=Filter#tt6098), and [COUN 5283](https://catalog.msutexas.edu/content.php?filter%5B27%5D=COUN&filter%5B29%5D=5813&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=22&expand=&navoid=1122&search_database=Filter#tt3323).

## Catalog/Course Description: Designed as the culminating experience in the counseling program; provides 160 clock hours of school counseling experience under the supervision of experienced personnel. Required for the student seeking certification as a school counselor. School Counseling students will be required to enroll in 3 hours of Practicum. Course must be repeated if a grade of B or better is not attained. This course will require hybrid delivery.

## CACREP Common Core Area Standards Addressed in this Course:

1b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation

1f. professional counseling organizations, including membership benefits, activities, services to members, and current issues

1g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

1h. current labor market information relevant to opportunities for practice within the counseling profession

1k. strategies for personal and professional self-evaluation and implications for practice(KPI)

1m. the role of counseling supervision in the profession

2c. multicultural counseling competencies (KPI)

3f. systemic and environmental factors that affect human development, functioning, and behavior (KPI)

4g. strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy

5f. counselor characteristics and behaviors that influence the counseling process

5g. essential interviewing, counseling, and case conceptualization skills

5l. suicide prevention models and strategies

5m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

7c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

TExES Standards and Competencies Addressed:

Domain 1: Understanding Students

Competency 001

A. Demonstrates knowledge of developmental progressions in the social, emotional, physical, motor, language and cognitive domains in children and adolescents.

B. Demonstrates knowledge of developmental issues of particular importance, including atypical differences, at different stages of human development (e.g., early childhood, middle childhood, adolescence).

C. Recognizes the interrelatedness of developmental domains and ways in which this interrelatedness may affect students’ behaviors (e.g., how affective characteristics may affect academic performance).

D. Understands the range of human developmental variation (e.g., typical and atypical behaviors) and knows how to provide appropriate, effective guidance and counseling services that are responsive to students’ developmental characteristics and differences.

E. Understands students’ developmental characteristics and needs in relation to educational and career awareness, planning and decision making.

Competency 002

A. Demonstrates an understanding of ways to create and maintain a positive school environment in which diversity is acknowledged and respected.

C. Understands student differences (e.g., in relation to culture, economics, gender, ethnicity, learning style) and knows how to provide a developmental guidance and counseling program that meets the needs of all students.

D. Understands characteristics and needs of students who are members of special populations (e.g., gifted and talented, homeless, migrant, special education).

E. Demonstrates knowledge of how to facilitate the learning and achievement of all students, including special populations, by promoting a cooperative, inclusive and purposeful learning environment.

F. Demonstrates an understanding of how to promote awareness of and responsiveness to learning differences and other types of diversity in the learning community.

G. Advocates for a school environment in which diversity is acknowledged and respected.

Competency 003

A. Understands environmental, social and cultural factors that may affect students’ development and learning and recognizes the relevance of these factors for school counseling.

D. Understands how societal factors and trends (e.g., media influences on students, changing demographic and economic conditions, technological developments) may affect what students need from a developmental guidance and counseling program.

E. Understands how to promote students’ ability to cope with negative factors and build on positive factors and influences in their lives.

Domain II - Planning and Implementing the Developmental Guidance and Counseling Program

Competency 004

A. Demonstrates knowledge of the components of a developmental guidance and counseling program.

B. Knows how to assess the needs of students in a school and plan a developmental guidance and counseling program that is proactive and reflects student needs

C. Demonstrates knowledge of procedures for implementing a developmental guidance and counseling program, evaluating the program’s effectiveness and modifying the program as necessary to meet the needs of all students.

D. Knows how to implement strategies for effective internal and external communication.

E. Understands the roles and responsibilities of the school counselor, counseling staff and other professionals in the school with regard to the guidance and counseling program.

F. Knows how to serve as a consultant and/or coordinator to help students achieve success in school and outside of school.

G. Knows how to implement effective referral procedures to facilitate the use of special programs and services.

H. Knows how to organize personnel, resources and activities to meet defined needs and objectives

I. Knows how to apply research-based practice to improve the school guidance and counseling program.

Competency 005

A. Knows how to help students develop age-appropriate knowledge and skills in the areas of self-confidence, motivation to achieve, decision making and problem solving, interpersonal effectiveness, communication, cross-cultural effectiveness and responsible behavior.

D. Knows how to work collaboratively with the school community to promote the integration of the guidance and academic curriculum.

E. Demonstrates an understanding of theories, models, principles and practices of career development.

F. Demonstrates knowledge of appropriate resources, including technological tools, to promote students’ development of skills and knowledge in the developmental guidance curriculum

G. Knows how to facilitate students’ ability to achieve their potential by helping them set and attain challenging educational, career and personal/ social goals.

H. Demonstrates knowledge of how to teach small and large groups by actively engaging students in the learning process.

Competency 006

A. Applies knowledge of counseling and consultation theories, principles and practices in a school community.

B. Understands the scope of the school counselor’s job and recognizes when and how to make referrals to professionals outside the school.

C. Demonstrates knowledge of the roles and responsibilities of the counselor in various counseling situations.

D. Knows how to provide effective counseling to individuals and small groups using appropriate counseling theories and techniques.

E. Demonstrates an understanding of group dynamics and productive group interactions in various counseling situations.

F. Knows how to use counseling-related research techniques and practices to address student needs.

G. Applies knowledge of how to coordinate resources for students within the school and the community.

H. Understands the use of prevention approaches (e.g., respect for self and others, motivation, decision making, conflict resolution) and intervention strategies (e.g., substance abuse, critical incidents, anger management) to address student concerns.

Competency 007

D. Knows how to interpret assessment results and to use information from varied sources to assess accurately students’ strengths and needs.

E. Understands principles of testing and measurement that underlie group standardized testing programs.

F. Knows how to collaborate in the planning and evaluation of a group standardized testing program.

G. Uses assessment results and interprets information to work collaboratively with other professionals to plan for instruction and student development.

Competency 010

A. Demonstrates an understanding of legal and ethical standards, guidelines, practices and issues relevant to the role of the school counselor (e.g., confidentiality, special populations, professional records, relationships with students and others, use of appropriate interventions).

B. Knows how to apply legal and ethical standards in various situations involving students and others.

C. Knows how to be an effective advocate for a developmental guidance and counseling program that is responsive to all students.

F. Demonstrates awareness of the value of membership in appropriate, professional counseling organizations.

Learning Objectives:

LO. Students will complete a minimum of 160 hours of counseling experience in an appropriate work setting, of which 60 hours will be direct contact with clients/students.

LO2. Students will apply a comprehensive developmental counseling program based on the Texas Model.

LO3. Students will be observed at least three times either live or through video during the semester in direct service to students.

LO4. Students will engage in group supervision, which may include case presentations, listening to/viewing recordings, consultation, feedback, course readings and discussions of counseling issues, or minilectures.

**Focus of the Course**

Experience professional activities in counseling and guidance in area of interest. Major emphasis is placed on the integration of theoretical and conceptual principles, as well as professional and personal skill development, and related ethical concerns. This course meets the 160-hour practicum required by TEA for students seeking school counselor certification.

**Supervisor Qualifications and Support**

Site supervisors must have the following qualifications: 1. A minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses. 2. A minimum of three years of pertinent professional experience in the program area in which the student is in enrolled. 3. Knowledge of the program’s expectations, requirements, and evaluation procedures for students. 4. Relevant training in counseling supervision.

\*Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors. E. Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum.

## Course Calendar and Activities:

| Class Session | CACREP Standards | Topics | Materials | Activities/  Assignments |
| --- | --- | --- | --- | --- |
| 1-2 | 1k. 1m. 5f. | •Informed Consent  •Paperwork -  •Supervision –  •Professionalism:  •Assignments: will be discussed | -Sample Informed Consents  -TK20  -Midterm and Final Evaluations | Discussion: Informed Consent with Adults and Minors  Paperwork: Discuss required paperwork for Practicum and Internship, i.e. Malpractice Insurance, Logs |
| 3-4 | 5g. 5.l. 5.m. 7c.  TExES  Competencies: 004 D., E., G., 005:G., 006: B., C., F., G., H. | -Crisis Management with clients  -Suicide Assessment  -Child and Elderly Abuse  -Consultation and Agency Crisis Procedures and Protocols | Sample SI Assessments  -DCFS Website | Discussion:  -Crisis management with students  -Suicide Assessment  -Child and Elderly Abuse  -Consultation and School Crisis Procedures and Protocols  -Discuss cases/general group supervision |
| 5-6 | 1f. 1g. 1h.  TExES Competencies 004: A., C., H., I.; 010: F. | -School Counseling Certification  -TeXes Test  -Professional Organizations  -Discuss cases/general group supervision | -Texas Administrative Code  -SBEC website  TeXes Test website | Discussion:  -School Counseling Certification  -TeXes Test  -Professional Organizations  -Discuss cases/general group supervision |
| 7-8 | 1b. 1g. 1k.  TExES Competencies  004: A., B., C., E., F., G., H., I., 005: A, B, C, D. E., F. | -Texas Model and Comprehensive School Counseling and Guidance Programs | Texas Model for Comprehensive School Programs | Discussion:  -Texas Model and Comprehensive School Counseling and Guidance Programs  **Video/Live Session 1 due: September 21**  KPI’s 1k. 2c. 3f. |
| 9-10 | 1k. 1m. 1b.  TExES Competencies: 004: G. 005: A. G., 006: A., B. C., D., E., F., G., H. | -Giving and Receiving Feedback  -Supervision and Case Consultation |  | Discussion:  -Giving and Receiving Feedback  -Supervision and Case Consultation |
| 11-12 | 1k. 3f.  TExES Competencies 001: A, B., C., D., E. | Children and Stages of Development  Developmentally appropriate counseling strategies | -Erickson’s Stages of Development  -Piaget’s Stages of Development | Discussion:  Children and Stages of Development  Developmentally appropriate counseling strategies  -Supervision and Case Consultation |
| 13-14 | 2c. 3f. 4g.  TExES Competency 002: A. C., D., E., F., G., Competency 003: A., D., E. | -Multicultural Counseling Competencies  -Supervision and Case Consultation | -Multicultural and Social Justice Competencies (MSJCC)  -Power Flower Activity | Discussion:  -Multicultural Counseling Competencies  -Supervision and Case Consultation |
| 15-16 | 1m. 1b. 1g. 1k. 4g.  TExES Competencies:010 A., B., C., F. | -Ethics  -Supervision and Case Consultation | -ASCA Code of Ethics | -Ethics  -Supervision and Case Consultation  **Video/Live Session 2 due: October 19**  KPI’s 1k. 2c. 3f. |
| 17-18 | 1b. 1k. 3f.  TExES Competency 004. G; 006: G. | Role of the Counselor and Referral Processes  -Supervision and Case Consultation | Texas Model for Comprehensive School Programs | Discussion:  Role of the Counselor and Referral Processes  -Supervision and Case Consultation |
| 19-20 | 1b. 2c. 3f.  TExES Competencies 002: C., D., E.F., G. | How to support special education services | -504 Sample  -IEP Sample | Discussion: How to support special education services |
| 21-22 | 2c. 5f. 5g.  TExES Competencies  006: A. | Group Counseling  -Supervision and Case Consultation |  | Discussion:  Group Counseling  -Supervision and Case Consultation |
| 23-24 | 2c. 5f. 5g.  TExES Competencies: 005: A., 006: A., C., D., E., F. | Case Conceptualization  -Supervision and Case Consultation | -Sample Case Conceptualization | Discussion:  Case Conceptualization  -Supervision and Case Consultation |
| 25-26 | 1b. 2c. 3f. 4g.  TExES Competencies  002: D., E., F., G.  003: B.  006: G. | Advocacy  -Supervision and Case Consultation | ACA Code of Ethics | Discussion:  Advocacy for all students, and underserved students  -Supervision and Case Consultation  **Video/Live Session 3 due: November 23**  KPI’s 1k. 2c. 3f. |
|  |  | Thanksgiving Break |  |  |
| 27 | 1b. 1k. 1m.  TExES Competency 007: D., F., G., H. | Analyzing Data in your School Counseling Program  -Supervision and Case Consultation | Sample school counseling program  data | Analyzing Data in your School Counseling Program  -Supervision and Case Consultation |
| 28 | 1b. 1k. 1m.  TExES Competencies  Competency 004: A., C., D. | Advocating for your School Counseling Program  -Supervision and Case Consultation |  | Advocating for your School Counseling Program  -Supervision and Case Consultation  **Hours and reflection paper** **due: December 2** KPI’s 1k. 2c. 3f. |

Assessment and Assignments:   
Student performance of knowledge and skills will be formally assessed through:

**Completion of 160 Hours and Satisfactory Site Supervisor Evaluations (100 pts.) KPI 1k. 2c. 3f.:** Students are required to complete 160 hours of practicum in a school counseling role at an elementary, middle or high school. 60 hours must be direct service hours, and 100 hours must be indirect. Satisfactory performance at the site is required for the entirety of the semester. A failure to perform satisfactorily throughout the semester, as reflected in the Midterm Evaluation, and Site Supervisor Evaluation, will result in a PICS, and a possible failure of the class. Client welfare is extremely important, so any interpersonal, professional, or skill related issues will be addressed. If they cannot be remediated, the student will be asked to retake the class, or may be remediated in an alternative format. Use the logs and cover sheets provided in the practicum manual.

**Participation and Attendance and professionalism, (100 points)**: Students must attend **EVERY** class. This is an interactive, “hands on” class that will require your energy, focus, and respectful participation. Students will meet twice a week for the duration of the semester. Please see calendar below for specific class dates. Any classes missed after one missed class will require a make-up class or attendance in another section of practicum or internship with another supervisor. If students do not make up the session, their hours will not count for the week of missed supervision. It is imperative that students receive supervision throughout the semester, and it is a CACREP requirement. Students will present on cases weekly. Please consider that it is a learning experience for all class members to learn from one another, therefore students are required to give feedback to others. Students are expected to act in the role of a professional consultant at this stage of development in the program. Students will bring a case or even two to each class meeting and be prepared to discuss this case, maintaining client confidentiality. Students will be prepared to participate in group sessions during class meetings. These sessions will be of a personal growth nature. Participation in the group process will be noted on the final grade.

**Session Video/Live Session (200 points) 1k. 2c. 3f.:** Students will conduct three 40-45 minute counseling sessions with a client by video or live supervision on site. The university supervisor will provide feedback to the student using the MSU Counseling Skills Observation Form. Skill strengths and deficits will be addressed in individual supervision following the observed session, in addition to the rating form. Students and site supervisors will receive a copy of the rating form.

**Reflection Paper KPI (100 points) 1k. 2c. 3f.:** Students are required to write a 5 page (minimum) reflection on their practicum semester. Please use the Live Interview Evaluation to reflect on your performance this semester. Address all areas listed on the Live Interview Evaluation. APA style is required, and cover pages and references are NOT included in the page count. No abstract is required.

## Grading Procedures

**Grading Policy**

Total Points = 500 pts.

450-500 = A

400-449 = B

300-399 = C

0-299 = F

## Counseling Expectations

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association’s Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](https://www.counseling.org/resources/aca-code-of-ethics.pdf) for details related to these guidelines.

## Technology

## This class is an on-line learning class. Students and instructor will meet online via Zoom during the semester. It is required that all students download and practice using Zoom before the first class meeting. You can download Zoom here: https://zoom.us/download

## Meeting times and dates will be posted on-line. D2L access and internet access are required to be successful in the course. If you are unfamiliar with D2L, please contact the Midwestern State University Department of Distance Learning for tutorials and help. All hours will be logged using TK20. See the help guide in the *Read Me First* module.

**Classroom Behaviors**

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

**Netiquette**

It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

**Respect for Diversity**

It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

**Client Welfare**

It is of the utmost importance that students take this class seriously. As a Licensed Professional Counselor, I take my role as gatekeeper to the profession seriously, and client welfare is of the highest concern for me. If I have reason to believe that clients are being harmed by a student in practicum, I will conduct a PICS, speak with the onsite supervisor about removing a client from a student’s caseload, or take other appropriate actions to protect clients. This may mean remediation, retaking the course, or failing the class. You are expected to apply the knowledge and skills you have learned in this program appropriately, follow the ACA Code of Ethics, and act professionally at your site.

**Confidentiality**

Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared with you by other students. “What is said in supervision, stays in supervision.” No identifying information should be used when discussing clients. Ex. Acceptable: My five year old client. Unacceptable: My five year old client, Tina (you know the daughter of Angie and John). Students should not discuss cases outside of supervision with each other, unless they are at the same site, and have reason to do so for collaborative reasons such as working with the same family, or they are in supervision at their site. A PICS will be completed on students who break confidentiality without an appropriate clinical reason.

**Academic Dishonesty**

Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.

-Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.

-Observing or assisting another student's work.

-Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

## Academic Honesty

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student’s own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other author’s works.

**Educational Access**

Any student who feels she/he may need an accommodation based on the impact of a disability should contact Disability Support Services at (940) 397-4140. The office is located in the Clark Student Support Center 168.

## Senate Bill 11

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016.  Areas excluded from concealed carry are appropriately marked, in accordance with state law.  For more information regarding campus carry, please refer to the University’s webpage at:  [Campus Carry](https://mwsu.edu/campus-carry).

**Limited Right to Intellectual Property**

By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

## References

Zambrano, E., Cox, E., Kessel, S., Lerman, E., Solmonson, L., Wines, L. (2018). The

Texas model for comprehensive school counseling programs (5th ed.). Texas Counseling Association.