PRACTICUM SUPERVISORS
Faculty Supervisor – Group Supervision: Dr. Julia Bryan, jabryan@umd.edu

Doctoral Student Supervisors - Group and Individual Supervision:
Jungnam Kim, hirock74@gmail.com
Marte De Wilde, mdewilde@umd.edu
Zi Young Kang zylight@naver.com
Gitima Sharma gitimasharma@gmail.com

PRACTICUM DESCRIPTION
The Practicum in School Counseling course is designed to provide students in counseling with their first client contact in a closely supervised setting. It is designed to help students begin to translate their academic understanding into actual counseling practice. The course provides the opportunity for school counseling students to build their individual, group, and school-related counseling skills and to observe and practice various strategies for functioning as effective school counselors. Students complete a pre-determined number of hours of individual and group counseling in laboratory and field settings under supervision by faculty and doctoral-level Practicum Supervisors and qualified field placement site supervisors.

During the practicum, students may be involved in a wide range of counseling related activities such as individual and group counseling, test administration and interpretation, consulting, classroom/group guidance, writing case notes, and other direct service activities. The program requires students to complete supervised practicum experiences that total a minimum of 100 clock hours in the school setting. The student’s practicum includes the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a doctoral student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.
5. Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

This course meets the following competencies and objectives for CACREP accreditation:
CACREP 2009 Program Standards: Section III.f. – Professional Practice and School Counseling Standards.

PROFESSIONAL LIABILITY
Students are required to purchase professional liability insurance and meet the necessary requirements of the school district (e.g., fingerprinting). Students should contact ACA or ASCA to purchase insurance prior to starting their counseling contact hours in the school. Students must satisfy the faculty supervisor that they have purchased this professional liability insurance by providing a copy of the policy prior to starting their counseling contact.
COURSE OBJECTIVES

1. To provide the student with practice in developing effective counseling strategies for a variety of clients/students.

2. To provide the student with practice in applying a series of skills appropriate in individual counseling, group counseling, and consultation.

3. To provide students with practice in making case presentations.

4. To provide the student with practice in evaluating his/her level of competence in performing counseling skills.

5. To provide the student with practice in determining the goals he/she wishes to accomplish as a school counselor.

6. To provide the student with the opportunity to learn a variety of counseling approaches most appropriate for specific client problems.

7. To provide the student with the opportunity to interact with a supervisor.

8. To provide the student with the opportunity to raise and resolve ethical issues when they apply to cases.

9. To provide the student with the opportunity to be an effective decision-maker when dealing with clients.

10. To provide the student with understanding about and application of critical school counseling roles and tasks such as leadership, building school-family-community partnerships, closing the achievement and discipline gaps, bullying prevention, crisis intervention and disaster preparedness, crisis teams, guidance advisory teams, school emergency teams, response to intervention (RTI) teams, positive behavior intervention support (PBIS) teams etc.

REQUIRED TEXTS

Weekly readings from scholarly journals will be posted on Blackboard.

RECOMMENDED SCHOOL COUNSELING BOOKS


Murphy, J. (2008). Solution-focused counseling in the schools (2nd ed.).


© 2012. Dr. Julia Bryan. All Rights Reserved.


**READING LIST**


**COURSE ORGANIZATION**

Starting during a week of February, the triadic supervision groups will commence. Each week students will be required to submit a log to their practicum supervisors.

**Student Activities/Instructional Strategies**

1. **CONTACT HOURS**: Each student is to meet a minimum of 40 client contact hours. The student must meet with a minimum of 10 students/clients over the semester.

   **VIDEOTAPING**: Each practicum student should submit no less than 3 videotapes/DVDs of student sessions. These sessions must include at least two individual counseling sessions and no more than one small group counseling session. Trainees are required to secure BOTH the client’s and parent/guardian’s written permission to tape the sessions in accordance with policies established by the host school and the school counseling department.

   Videoclips will be watched and critiqued during individual and triadic supervision. Students will select a 5-10 minute clip to show in supervision for discussion, brainstorming and critique. Please choose a clip at a point where you would find feedback valuable to your growth.

2. **GROUP SUPERVISION** (in class): Each student will meet in group supervision sessions of two hours each. Case presentations (using videoclips) will be presented during each of the groups. Each student will be responsible for bringing a case for one group session. More details will be discussed in the first practicum meeting.

   Students should complete a minimum of 3 video/taped sessions and tape critique/session summary sheets for presentation in individual and group supervision. Trainees are required to secure BOTH the student’s and parent/guardian’s written permission to tape the sessions in accordance with policies established by the host school and the school counseling department.
3. **INDIVIDUAL/TRIADIC SUPERVISION:** In addition, each student will meet in a weekly individual or triadic supervision group. Individual supervision, students will play a 5-10 minute portion of a tape per week and present areas he/she wants help with in terms of understanding the client, defining the problem, enhancing his/her counseling skills, or developing a treatment plan. The student will also discuss other cases each week with their supervisor.

4. **LOGS:** Students should submit a practicum log to their practicum supervisors each week. Students will need to keep a running log of the dates and hours they spend at their site and **have it signed by their on-site supervisor on a weekly basis.** See sample in the Field Experiences Manual for how the log should be completed.

5. **FORMS:** All forms should be completed and submitted by the end of the semester to the Individual Faculty Supervisor. **See Field Experiences Handbook.**

6. **BOOK REVIEW AND APPLICATION:** Students will write a 5-7 page book review and application paper. Students must each read Linda Darling-Hammond’s book and one other book on the reading list. In the book review, students should share the successful strategies for promoting academic achievement among African American/Latino students in schools and discuss how they could implement those strategies as counselors. Excerpts/thoughts from the books should be included in the paper (cite APA style 6th ed.). They should also share what kinds of collaborative, leadership, and advocacy strategies school counselors would need to implement the strategies/solutions that will help students succeed. The paper should be informative and engaging. Further details will be provided at a later date.

### Additional Information and Materials

**Forms for the practicum experience include the following:**

- Practicum Agreement (Appendix A)
- Practicum Experience Site Evaluation (Appendix D),
- Rating Form for Students in Counseling Practicum, Mid-Semester and Final Semester (Appendices F and G),
- Supervisor Evaluation form (Appendix E)
- Field Experience Summary Form (Appendix C),
- Weekly Logs (Appendix J) and
- Tape Critique forms (Appendix I).

### Confidentiality and Use of Technology for Tapes/Electronic Recordings

While school counseling practicum and internship students may use their personal laptops to create recordings of individual and counseling sessions for the sole purpose of supervision, they must follow ethical guidelines in doing so (see ASCA Ethical Standards A.2. and A.10). School counseling students must receive signed informed consent from their students/clients and their parents before taping. They must maintain the confidentiality of students/clients by refraining from sharing the recordings with anyone other than their faculty and site supervisors and school counseling students in their practicum/internship supervision sessions. School counseling students must refrain from transmitting recordings over the Internet unless they make every effort to protect the confidentiality of students (e.g., encrypting). They should take all reasonable measures to maintain the confidentiality of all recordings stored on laptops, flash drives, CDs/DVDs, or other media.

**A.2. Confidentiality**

“Protects the confidentiality of students’ records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted **electronically** is treated with the same care as traditional student records.”

© 2012. Dr. Julia Bryan. All Rights Reserved.
A.10. Technology
The professional school counselor:
c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.
e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

Grades
Two grades are given for the practicum, “S” (Satisfactory) or “U” (Unsatisfactory). A grade of “S” indicates a satisfactory completion of ALL site and university requirements in an acceptable and ethical manner. In order to receive a grade of “S” students must complete all their tapes, attend group and triadic supervision sessions unless facing an emergency, submit all required forms, complete the book review and application paper, and participate actively in class discussions.

A grade of “U” will be given when site or university requirements have not been accomplished in an acceptable or ethical manner.

Professional Behavior
You are expected to conduct yourself as a professional during the practicum and internship experiences. This means that you follow the rules and regulations and calendar of the school to which you are assigned and includes such things as arriving on time, not leaving school early (unless specific arrangements are made), calling the school if you are ill, observing the dress code, determining and adhering to policies concerning confidentiality and recording interviews, etc.

In addition, your conduct needs to be in accordance with the ACA and ASCA ethical standards. You can download current copies of these standards at: www.counseling.org or www.schoolcounselor.org. Also, Maryland’s laws such as those dealing with child abuse and confidentiality are to be followed explicitly. If a legal or ethical question arises, you should discuss the matter with your on-site supervisor and faculty supervisor immediately.

Failure to conduct yourself professionally is grounds for a failing grade in the course.
TENTATIVE COURSE SCHEDULE
EDCP 619D

STRUCTURE OF CLASS:
12:30-1:00  Check-in – weekly progress in schools
1:00-2:00  Student-led/Instructor led discussion of a school counseling topic using selected articles
2:00    Break
2:05-3:00  Supervision: Case discussions and presentations

REQUIRED READINGS WILL BE POSTED ON BLACKBOARD

1/25  Introductions; Overview of the Course, Course Expectations
2/1  Check-in; case presentations; Becoming an ethical and socially just school counselor; School counseling leadership; school counselor collaboration; Care work in schools
2/8  Check-in; case presentations; Strengths-based and empowerment counseling; Solution-focused counseling
2/15 Check-in; case presentations; Solution-focused counseling
2/22 Check-in; case presentations; Reality counseling/Play therapy (guest speaker)
2/29 Check-in; case presentations; Discipline in Schools and the role of the school counselor, Positive Behavior Intervention Support (PBIS); Response to Intervention (RTI) teams

MARCH 4-7 CHILDREN'S MENTAL HEALTH RESEARCH AND POLICY CONFERENCE, TAMPA, FL

3/7  Check-in; case presentations; Classroom guidance; Differentiated instruction; Behavior management
3/14 Check-in; case presentations; Guest Speaker: Group Counseling (2 hour presentation)

SPRING BREAK MARCH 18-25

MARCH 21-25 ACA CONFERENCE, SAN FRANCISCO, CA

3/28 Case presentations; Group Counseling; Solution-focused Group Counseling
4/4  Work Day: Complete the Book Review and Application Paper
4/11 Case presentations; Building school-family-community partnerships
Book Review And Application Paper Due 4/11
4/18 Case presentations; Building School-family-community partnerships: A seven-stage model
4/25 Case presentations; Building School-family-community partnerships – developing creative programs, building caring relationships
5/2 Case presentations; Bullying Prevention, Cyber-bullying, and Social Networking
5/9 Case presentations; Working on Collaborative Teams - School Emergency Plans, Crisis Intervention and Disaster Preparedness Teams

© 2012. Dr. Julia Bryan. All Rights Reserved.
Case presentations; Reflection on Personal and Professional Growth