1. COURSE INSTRUCTOR

Faculty Supervisors - Group and Individual Supervision
Dr. Julia Bryan, jabryan@umd.edu
Dr. Jungnam Kim, kjno8@umd.edu
Dr. Goeun Na, goeunna@gmail.com

Doctoral Student Supervisor - Group and Individual Supervision:
Gitima Sharma, gitimasharma@gmail.com

2. COURSE TIME, LOCATION, & OFFICE HOURS

Class Meeting Time: Wednesday, 1:30 – 4:00 pm, Room 0206, Benjamin Building

Office Hours: By Appointment and before and after class

Canvas Course website for instructional materials

3. COURSE DESCRIPTIVES AND OBJECTIVES

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.*

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.

### 4. REQUIRED READINGS

**REQUIRED TEXTS**


RECOMMENDED TEXTS


More Resources:
West Alexandria, VA: Author
http://www.counseling.org/ : American Counseling Association (ACA)
http://www.cacrep.org : Council for Accreditation of Counseling and Related Education Programs (CACREP):

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.

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>COURSE REQUIREMENTS</th>
<th>PROGRAM REQUIREMENTS</th>
<th>CACREP</th>
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<tbody>
<tr>
<td>Complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 100-week academic term</td>
<td>Logs</td>
<td>NCE Exam</td>
<td>Sec III. F.</td>
</tr>
<tr>
<td>At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.</td>
<td>Logs</td>
<td>NCE Exam</td>
<td>Sec III. F. 1</td>
</tr>
<tr>
<td>Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.</td>
<td>Individual supervision</td>
<td>Program Planning Manual</td>
<td>Sec III. F. 2</td>
</tr>
<tr>
<td>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.</td>
<td>Individual supervision</td>
<td>NCE Exam</td>
<td>Sec III. F. 3</td>
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<td>The development of program-</td>
<td>Case presentations</td>
<td>Comprehensive</td>
<td>Sec III. F. 4</td>
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</table>
appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.

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<tr>
<th>Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.</th>
<th>Case presentations</th>
<th>NCE Exam Comprehensive Exit Portfolio</th>
<th>Sec III. F. 5</th>
</tr>
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<tbody>
<tr>
<td>Exit Portfolio</td>
<td>Log</td>
<td>Individual supervision</td>
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<tr>
<th>Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.</th>
<th>Individual supervision Logs Case presentations</th>
<th>NCE Exam Comprehensive Exit Portfolio</th>
<th>School Counseling Standard D.1</th>
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<td>Exit Portfolio</td>
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<tr>
<th>Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.</th>
<th>Individual supervision Logs Case presentations</th>
<th>NCE Exam Comprehensive Exit Portfolio</th>
<th>School Counseling Standard D.2</th>
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<td>Exit Portfolio</td>
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<th>Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.</th>
<th>Discussion leader School counseling program and use of time assessment</th>
<th>NCE Exam</th>
<th>School Counseling Standard D.3</th>
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<tr>
<td>Exit Portfolio</td>
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<tr>
<th>Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.</th>
<th>Discussion leader Individual supervision Log</th>
<th>NCE Exam</th>
<th>School Counseling Standard D.5</th>
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### 6. COURSE ORGANIZATION

This course will be divided include (1) Student-led Discussions. (2) Case Presentations, (3) Group Discussions or Activities

1. **Discussion-leader**: Every student will be a discussion leader on the assigned class readings during the semester. Discussions should last 30 minutes and must be participatory. Discussion leaders will choose 4-5 discussion questions from class readings and prepare to lead a discussion that engages students.

2. **Case presentation**: Each student will be responsible for bringing a case for one group session. And you are asked to type a detailed case history on an on-going client and present
an **abbreviated form** of this case orally in class. Please limit your presentation to 30 minutes. See attached sheet.

3. **Group Discussions or Activities:** Students will discuss case studies and topics and issues relevant to practicum for school counseling.

**COURSE ORGANIZATION:**

Starting during the third week of February starting February 10, 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/ELECTRONIC RECORDINGS:** Each practicum student should submit **no less than 3 videotapes/DVDs/electronic recording** 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. Do not choose segments where you thought you did your best work.

2. **GROUP SUPERVISION (in class):** Each student will meet in group supervision sessions of two and a half hours each. Case presentations (using the videoclips) will be presented during each of the groups. Each student will be responsible for bringing a case for at least one group supervision 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 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 Supervisors who will file them in the students’ practicum file. See Field Experiences Handbook.

Forms 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). Supervisors will complete evaluation of students through Livetext.
- Supervisor Evaluation form (Appendix E)
- Field Experience Summary Form (Appendix C),
- Weekly Logs (Appendix J) and
- Tape/Videoclip Critique forms (Appendix I).

6. SITE SUPERVISORS’ EVALUATION OF STUDENTS:
Site supervisors will complete students’ midterm and end of semester evaluations online through Livetext. Please make sure that you have registered for Livetext. Your supervisors will be emailed the link to Livetext and their passwords. Site supervisors should save a copy of the evaluation and discuss it with the practicum student.

7. ASSIGNMENTS

1. Participation in class: You are expected to participate in class discussions and group work in a manner that demonstrates thoughtful reflection and understanding of the subject matter as well as respect for your colleagues in the class. In order to participate meaningfully, you must come to class having read all of the reading assignments and written all of the writing assignments. Failure to do so will not only jeopardize your grade, but will impair your classmate(s)’ ability to work with you during discussion/group work activities.

2. Discussion Leader: During the course, students will be required to prepare a discussion. The topic will then be discussed in a round table format during class. Students will prepare a 30 minute discussion to the class. The topic should be one of particular interest to you related to weekly-readings from the perspective of professional school counseling. Sign-ups for the discussion will occur at the first day of the class.

3. Case Presentations: Before showing video-clips/electronic recordings in class, briefly you should present the case history including background or history, client’s presenting issues, your own understanding of the issues, goals or objectives, and dynamics related to gender, race, religion, etc. And you should submit a written copy of your case presentation.

1. School Counseling Program and Use of Time Assessment (p. 59-63 ASCA workbook): program assessment of internship site’s school counseling program(10 pts)
Students will critique the school counseling program at their practicum site using the ASCA national model as a lens. Students will conduct the Program and Use of Time
assessments (p. 59-63 ASCA workbook) and write a narrative that (a) evaluates and critiques the Foundation, Delivery, Management, and Accountability components and tools in light of the ASCA model. Students will also (b) critique the level of leadership, advocacy, collaboration, and systems change that exists in the program. Students will (c) discuss issues of equity and access and how these are being integrated into the school counseling program. The critique must not only discuss what is being done and not being done, but also what improvements need to be made and what needs to be done to implement the missing components of the model effectively. Please attach the assessments to your narrative.

8. ETHICAL MANAGEMENT OF ELECTRONIC/VIDEO RECORDINGS

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.”

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.

9. COURSE SCHEDULE (subject to change)

Note: The instructor reserves the right to modify this syllabus as needed.

<table>
<thead>
<tr>
<th>W #</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>01/30</td>
<td>Introductions; Overview of the Course, Course Expectations INITIAL DOCUMENTS DUE</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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| 2    | 02/06  | Check-in; Understanding the school culture  
Popular Counseling Theories Used by School counselors | Chapter 2 & 3 (Studer & Diambra, 2010) |                                                                                  |
| 3    | 02/13  | Check-in  
Popular Counseling Theories Used by School counselors  
Solution-focused counseling | Chapter 3 (Studer & Diambra, 2010) |                                                                                  |
| 4    | 02/20  | ASCA) National Model and Components as supervisory guide  
Solution-focused counseling  
Case Presentation: __________  
Case Presentation: __________ | Chapter 6 Studer, & Diambra (2010)  
ASCA model workbook |                                                                                  |
| 5    | 02/27  | ASCA National Model  
The Foundation Component  
The Management System Component  
Solution-focused counseling  
Case Presentation: __________  
Case Presentation: __________ | Chapters 7 & 8 Studer, & Diambra (2010)  
ASCA model workbook |                                                                                  |
| 6    | 03/06  | ASCA National Model  
The Delivery System Component  
The Accountability Component and the School Counselor in Training  
Case Presentation: __________  
Case Presentation: __________ | Chapter 9 & 10 Studer, & Diambra (2010);  
ASCA model workbook |                                                                                  |
| 7    | 03/13  | Applying the ASCA Ethical Standards  
Communicating with Teachers and Families about students’ mental health Needs  
Case Presentation: __________  
Case Presentation: __________ | Chapter 11 Studer, & Diambra (2010);  
Chapter 9 Auger (2010) |                                                                                  |
| 8    | 03/20  | **Spring Break  
ACA Conference** |                                                                                  |                                                                                  |
| 9    | 03/27  | Case Presentation: __________  
Case Presentation: __________  
Case Presentation: __________ | Chapter 12 & 13 Studer, & Diambra (2010) |                                                                                  |
### Case Presentations

<table>
<thead>
<tr>
<th>Date</th>
<th>Case Presentation</th>
<th>Topic</th>
<th>Chapter/Reference</th>
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<tbody>
<tr>
<td>04/03</td>
<td>_________________</td>
<td>Mental Health, Children, and Schools: A Call to Action Culture, Race and Children’s Mental Health</td>
<td>Chapter 1 &amp; 3 Auger (2010)</td>
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<tr>
<td>04/10</td>
<td>_________________</td>
<td>Autism Spectrum Disorders</td>
<td>Chapter 8 Auger (2010)</td>
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<tr>
<td>04/17</td>
<td>_________________</td>
<td>Disruptive Behavior Disorders, Attention-Deficit/Hyperactivity Disorder</td>
<td>Chapter 4 &amp; 5 Auger (2010)</td>
</tr>
<tr>
<td>04/24</td>
<td>_________________</td>
<td>Mood and Anxiety Disorders</td>
<td>Chapter 6 &amp; 7 Auger (2010)</td>
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<tr>
<td>05/01</td>
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<tr>
<td>05/08</td>
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**DUE:** MID-SEMESTER EVALUATIONS

**Due:** END OF SEMESTER EVALUATIONS AND STUDENT FORMS

### Evaluation Criteria

**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 at an acceptable level. A grade of “U” will be given when site or university requirements have not been accomplished in an acceptable manner.
11. POLICY ON INSTRUCTIONAL MODIFICATIONS

Students who have a disability or condition, which may impair their ability to complete assignments or otherwise satisfy course criteria are encouraged to meet with the course instructor to identify, discuss, and document any feasible instructional modifications or accommodations. The student should notify the instructor no later than the end of the second week of the term in which the course is offered or no later than the end of the second week after such a disability or condition is diagnosed.

12. PROFESSIONAL BEHAVIOR

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 me immediately.

Failure to conduct yourself professionally is grounds for a failing grade in the course.

13. COURSE EVALUATIONS

“Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations starting about two weeks prior to the last day of the term before exams begin. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.”

14. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Disability Support Services
http://www.counseling.umd.edu/DSS/index.html

“The University is legally obligated to provide appropriate accommodations for students with documented disabilities. In order to ascertain what accommodations may need to be provided, faculty should request that students with disabilities inform them of their needs at the beginning of the semester. The instructor should then consult with the department chair and Dr. Jo Ann Hutchinson at Disability Support Services (314-7682, email Dissup@umd.edu). She will make
arrangements with the student to determine and implement appropriate academic accommodations. In addition, sometimes students will encounter psychological problems that hamper their life on campus and you may wish to refer them to the Counseling Center (314-7651) or the Mental Health Service in the Health Center (314-8106).