

**AUGUSTA STATE UNIVERSITY**  
**College of Education**  
**Department of Educational Leadership, Counseling and Special Education**  
**Counselor Education Program**

**Fall 2009**

**COURSE TITLE:** COUN 6880A COUNSELING PRACTICUM  
**HOURS:** 3 semester hours (3-0-3)  
**CLASS MEETINGS:** Tuesdays, 5:00-7:45 p.m., UH 249  
**CLASS DATES:** 8/19, 9/2, 9/16, 9/30, 10/14, 10/28, 11/11, 12/2  
**Triadic Supervision weekly for 1 hour: Meeting time TBA**

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appointment

**COURSE DESCRIPTION:** Counseling Practicum is designed to function as the student's first clinical skills-building experience with particular emphasis on helping each student develop her or his therapeutic skills with a range of client presenting concerns. Students are required to complete a supervised clinical experience that totals a minimum of 100 clock hours.

**Textbook:**

Russell-Chapin, Lori. A. & Ivey, Allen E. (2004). *Your supervised practicum and internship: Field resources for turning theory into action*, Belmont, CA: Brooks/Cole.

**LIVETEXT REQUIREMENT**

All students enrolled in programs in the College of Education are required to purchase the LiveText system through the bookstore. LiveText is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload portfolio and other documents to the LiveText system prior to graduation. The Live Text system works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to your computers.

**COURSE OBJECTIVES**

The overarching objective of the Internship experience is to allow students to gain clinical experience, develop a variety of counseling competencies, integrate past learning experiences, gain further insight into the application of counseling theory and technique, and increase self awareness. To this end, upon completion of this course, the student will, within a multicultural framework:

1. Further develop their counseling skills with individuals and groups and be able to conceptualize accurately both client/counselor dynamics and client dynamics in the service of planning and

carrying out the counseling process.

2. Demonstrate skills in counseling roles such as individual counseling, group counseling, consultation, service coordination, referral, assessment, and case management.
3. Develop an understanding of the organizational and administrative aspects of delivering counseling services.
4. Understand and demonstrate appropriate ethical principles of the profession.
5. Work with client concerns such as stress, personal abuse, or discrimination. Students will use skills to help clients deal with these issues.
6. Develop skills in conceptualizing the counseling process from a theoretical framework.
7. Present case material clearly and give and receive feedback appropriately.
8. Recognize and address personal and/or professional behaviors affecting both the counseling and supervisory processes.
9. Relate to and work with colleagues in the internship setting.

### **CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED IN THE COURSE**

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and or institutional mission, and continuously evaluated.

#### Conceptual Framework: Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions for, without educators, there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce prepared, able, and responsive professionals to teach diverse learners.

#### Element 1: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element 2: Able (AD)

A1: Understand, use and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners.

Element 3: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally.

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

**TECHNOLOGY COMPETENCIES (ISTE Standards)**

Students will:

1. Demonstrate ability to operate a computer system in order to successfully utilize software.
2. Evaluate and use computers and related technologies to support the instructional process.
3. Apply current instructional principles, research, and appropriate assessment practices to the use of computers and related technologies.
4. Explore, evaluate, and use computer/technology-based materials, including applications, educational software, and associated documentation.
5. Demonstrate knowledge of uses of computers for problem solving, data collection, information management, communications, presentations, and decision-making.
6. Design and develop student learning activities that integrate computing and technology for a variety of student grouping strategies and for diverse student populations.
7. Evaluate, select, and integrate computer/technology-based instruction in the curriculum of one's subject area(s) and /or grade levels.
8. Demonstrate knowledge of uses of multimedia, hypermedia, and telecommunications to support instruction.
9. Demonstrate skill in using productivity tools for professional and personal use, including word processing, database, spreadsheet, and print/graphic utilities.

10. Demonstrate knowledge of equity, ethical, legal, and human issues of computing and technology use as they relate to society and model appropriate behaviors.
11. Identify resources for staying current in applications of computing and related technologies in education.
12. Use computer-based technologies to access information to enhance personal and professional productivity.

### **PROGRAM SPECIFIC STANDARDS**

Through the field experience associated with this course, students will demonstrate knowledge, skills and dispositions associated with CACREP core areas Section II (G1-8), and for school track candidates: CACREP School Counseling Program areas Section III (A-F), and BOR principles IIA(1), IIA(2), IIA(5), IIA(6), IIA(7), IIA(8), IIA(9)

### **INSTRUCTIONAL METHODS**

The methods of instruction will include lecture, group discussion, role plays, and review of live and recorded demonstrations of counseling techniques.

### **CLASS MEETINGS:**

<b>Class</b>	<b>Date</b>	<b>Reading</b>	<b>Activity</b>	<b>Assignments Due</b>
<b>1</b>	8/18		Introduction to the course. Explanation of practicum forms. Discussion of Mid-Program reviews.	<b>Insurance verification</b> <b>Resume</b> <b>Background check</b> <b>Self-assessment</b>
<b>2</b>	9/1	Chapter 1 & 2	Getting Started, You, Supervision, and the Settings. Listening to tapes and analyzing cases: Microcounseling skills.	<b>Practical reflections:</b> 1.1-8; 2.2
<b>3</b>	9/15	Chapter 3	Becoming Effective As A Supervisee: The Influence of Placement Setting	<b>Practical reflections:</b> 3.1-8 (community students omit 3.4) <i>Presentation of recordings</i>
<b>4</b>	9/29	Chapter 4 & 5	Continuing Self-Improvement & Conceptualizing The Client	<b>Practical Reflections:</b> 4.1-6, 5.2-3. <i>Presentation of recordings</i> <b>DUE: Client/Student Issue Paper</b>
<b>5</b>	10/13	Chapter 6	Becoming A Culturally Competent Helping Professional: Appreciation of Diversity	<b>Practical Reflections:</b> 6.1-7. <i>Presentation of recordings</i>
<b>6</b>	10/27	Chapter 7 ACA /	Working With Ethics, Laws, and Professionalism: Best Practice	<b>Practical Reflections:</b> 7.1-6 <i>Presentation of recordings</i>

		ASCA Ethical Standards	Standards	
7	11/10	Chapter 8	Counseling Research Outcomes: Discovering What Works	<b>Practical Reflections: 8.1-2</b> <i>Presentation of recordings</i> <b>DUE: SST/RTI Team Collaborative Project</b>
8	11/24	Chapters 9 & 10	Staying Well: Guidelines For Responsible Living What did we learn? What will we focus on during internship?	Practical Reflections: 9.1-5, 10.1-4

**GRADES:**

Grades are based upon successful completion of all of the course requirements. Requirements will be weighted as follows:

Practical Reflections (7 @ 10 points each)	70 Points
Recordings and CSS (6 @ 20 points each)	120 Points
Class Presentation of Recordings (2 @ 25 points each)	50 Points
Client/Student Issue Paper	200 Points
SST (Student Success Team)/Team Collaborative Project	200 Points
On-Site Supervisor Evaluation	<u>360 Points</u>
<b>TOTAL</b>	<b>1000 Points</b>

**GRADING SCALE:** Grading will be on the following scale:

- A = 900 – 1000 points
- B = 800 – 899 points
- C = 700 – 799 points
- D = 600 – 699 points
- F = Less than 600 points

**GENERAL EXPECTATIONS OF PRACTICUM STUDENTS**

During Practicum, the role of students shifts more towards that of a professional counselor. Students are expected to follow the rules and regulations governing the school or agency to which they are assigned. This requirement includes standard employee guidelines, such as arriving on time and calling in if you are ill, and following standard operating procedures and protocol. Students are expected to have and demonstrate the prerequisite skills of a professional counselor. Students are expected to recognize and acknowledge skill deficits and work toward refinement of counseling skills. Students are expected to continue to develop their own personal orientation/style of counseling.

Students are expected to monitor their personal and professional growth and to be able to identify those attitudes, beliefs, feelings, and personal characteristics that facilitate or hinder their growth as professional counselors and discuss them during individual and/or group supervision sessions. Additionally, during group supervision sessions, students are expected to provide constructive feedback to their fellow students, further developing their observation and facilitative skills.

1. **CLINICAL SERVICE.** Each student typically should provide at least 8 clock hours of counseling service at the assigned internship site each week. This typically involves 2-3 hours of direct clinical service and 5 hours of indirect service. Direct contact hours include face-to-face contact with clients and/or their families. Included in the direct clinical service hours/week should be the following:

Individual counseling

- psychoeducational activities (classroom counseling/guidance activities, parent conferences, direct consultation with families, leading workshops with students/clients and/or parents)
- face-to-face intake interviewing
- administering and interpreting assessments to students/clients

Included in the remaining hours/week should be the following:

- telephone intake interviewing (and other telephone activities)
- reviewing and scoring assessments
- report writing and completing paperwork
- professional activities (e.g., preparing for presentations for in-service)
- case conferences/staffings (unless the client/student is present and participating)
- supervision
- development of an outreach project or site improvement project for the school or agency in which you are working
- attending in-services or conferences related to your counseling duties at your site
- other counseling-related duties

2. **WEEKLY LOG SHEET.** Make a copy available to the instructor each class meeting: Copy of Weekly Log Sheet (Submit a copy along with a one page entry of your journal for each week.)
3. **WEEKLY ON-SITE SUPERVISION.** Meet with on-site supervisor for 1 hour each week for clinical supervision. All relevant internship issues and/or emergencies should be brought directly to the attention of the on-site supervisor.
4. **ON-CAMPUS GROUP SUPERVISION.** Attend and participate in the on-campus group supervision class. Group will meet approximately every other week for 3 hours each session. Also, students will attend triadic supervision at least 1.5 hours on a bi-weekly basis.

## **SPECIFIC COURSE REQUIREMENTS**

### **FIELD EXPERIENCE AT AGENCY OR SCHOOL SITE**

Students are required to spend a total of 100 hours involved community agency or a school site during the term. In a regular 15-16 week semester, you will need to devote a minimum of 8 hours a week to your field experience. The time spent in both group, triadic supervision, and or site supervision will count as indirect hours. Indirect hours include time spent at the agency or the school site performing administrative duties, reviewing your videotapes/audiotapes, or preparing for clients. A minimum of 40 of the 100 hours must be spent in direct counseling services, at least 10 of each should be spent in group work.

For your own protection, you must purchase professional liability insurance. One possible way, if you are an ACA member, is to obtain information about student liability insurance from the website: [www.counseling.org](http://www.counseling.org). Students are to provide instructor with a copy of insurance policy at the first meeting.

Log forms will be made available. You will record both direct and indirect hours for your practicum each week on the Weekly Log Form. You will also track the group supervision time you spend each week with your instructor on the Supervision Attendance Log.

### **CLASS PARTICIPATION**

Class meetings will consist of half instructional and half group supervision sessions. We will discuss your responses to the selected readings, and then discuss cases and issues which you are encountering with your clients. During each session, those students with new cases will present each case, much like a case staffing, to gain helpful suggestions and feedback from the instructor and class members.

In a class of this nature, attendance is vital to the learning process. More than information is presented in class discussions, and you will learn as much from your peers and their experiences as from your instructor, and they will learn from you. Your absence prevents your full participation in the learning process, even if you do your best to find out what was presented in a class you miss. Students are required to make up missed classes in another section of Practicum. Contact the instructor of that section and request permission to attend one of their sessions.

If you must miss class for any reason, please contact the instructor in advance. For any absence a deduction of 50 points per absence will be made from your final course grade, in accordance with the Course Requirements Contract, unless you have attend another session from one of the other practicum sections. "If the student has been absent for more than the equivalent of 10% of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences." (**University Catalog, class attendance section**). If you are attending another section, contact that instructor first to seek permission to attend that group meeting.

### **TRIADIC SUPERVISION**

You will meet with your university supervisor and a peer in the Practicum class for 90 minutes every other week for university supervision. This format of supervision will provide you with another opportunity to share reflections and discuss tapes in a more in-depth manner than the group supervision class. A bi-weekly time for the triadic supervision will be established at the onset of your Practicum. As with class meetings, attendance is vital for these sessions. The same policy described for class meetings above regarding absences will apply to individual supervision sessions.

### **PRACTICAL REFLECTIONS**

**70 Points (10 each)**

#### **DUE: Class Meetings 2-8**

Students will write 2-page reflections on the Practical Reflections per chapters of assigned text (refer to Class Meeting schedule for assigned reflections per chapter) and submit these to the instructor during Group Supervision. At times, in order to respond to a reflection, it will be necessary to copy information from the text. These should be attached to the typed reflection. Whenever the reflection asks students to

### **RECORDINGS**

**120 Points (20 each)**

Part of your professional development is to begin to evaluate yourself and the work you are doing with clients. Towards this end, every class meeting starting January 31<sup>st</sup> you will submit a recording of one session with a client. You may not skip a week and turn in 2 or 3 recordings later, as the point of the recording is to monitor the development of your skills.

Practicum students must obtain permission from parents (if dealing with students) or clients prior to recording. You will need to submit a minimum of 6 recordings, 1 per class, throughout the semester. After the recording session, you will listen to the recording and complete the *Counseling Skills Scale (CSS)*, reflecting on your work during the session, and thinking about plans for future intervention. The recording and completed CSS will be due each time you attend **GROUP SUPERVISION class starting the second class.**

Besides our group supervision time in class, you will meet with your site supervisor for one hour per week. This is similar to individual supervision sessions which you will experience when you are employed as a counselor and as you prepare for licensure. A weekly time for these meetings should be established at the onset of your Practicum. As with class meetings, attendance is vital for these sessions.

### **CLASS PRESENTATION OF RECORDINGS**

#### **DUE: Two presentations throughout semester**

**50 Points (25 each)**

Students are required to present two case recordings during the semester. Students will select a portion (approximately 5 minutes) of a recorded session (video or cassette) and present this to the class. It is the student's responsibility to bring a cassette player to class to play the recording. Students need to confirm before the presentation that the entire class will be able to hear the tape.

Students will act as facilitators leading the class discussion. Students will be evaluated on the quality of their presentation and facilitation regarding the following information.

1. **Information about Counseling Case:** presenting problem, history of presenting problem, previous attempts at problem solution, and pertinent information regarding the counselee. Include information about how counselor's and client's culture lens may influence their perspectives of presenting issues.
2. **Counseling Plan:** goals, action step(s), and desired outcomes.
3. **Counselor's Action:** name techniques, skills, strategies, and interventions.
4. **Counselor's Self Awareness:** thoughts, feelings about client, about self, and about the counseling process.
5. **Counselor's Request:** *I need help with \_\_\_\_\_.*
6. Watch/listen to video or audio tape (suggested amount of time - 5 minutes). Tape should be prepared to start at the point the student wishes to share information with the class.
7. After all feedback from supervisor / supervisor group, determine
  - Future direction for the case: goals, action steps, evidence
  - Future goals for the counselor: goals, action steps, evidence

During the presentation the roles of the supervisor and supervising group are:

1. Give feedback first about the counselor strengths and then areas needing improvement.
2. Give feedback about the counseling case and future counseling direction(s).

## **STUDENT/CLIENT ISSUE PAPER      150 Points**

### **DUE: Class 4**

As a practicing counselor, you will counsel clients who bring a variety of issues to you. As a result, you will be required to collaborate with your site supervisor and identify a client with a specific need/issue, research and educate yourself regarding the client issue and write a proposal for counseling and recommendations to include referral to community resources.

Client issues might be very specific or rather general. Some examples of possible student issues are listed below. These are only examples. Collaborate with your supervisor or a teacher who has referred a client to select an issue that is appropriate. Examples:

abusive relationships	anxiety	autonomy from parents
eating disorders	depression	procrastination
study skills	self-esteem	substance abuse
time management		

You will read a minimum of three professional (peer-reviewed) pieces which may be articles, book chapters, monographs, or books related to each issue. Information found on websites may be used in addition to the researched literature, but will not be considered as professional references. Your papers will include the following sections:

- Collaboration process with your supervisor or a teacher.
- Issue presented by the student/client, and why you are interested in this topic.
- Questions you had regarding the issue before you began reading.

- Integrated summary of the articles you read.
- Conclusions regarding the issue based on your readings.
- How you will apply (or did apply) what you learned in providing services for your student.
- Reference list.

It is preferable that you read chapters in books or publications for professionals that are practical in nature – “how to” types of materials. If you read articles, those published in American Counseling Association (ACA) journals are preferable. You may read other mental health journals if necessary. The ACA journals include the following:

*Career Development Quarterly*

*Counseling and Values*

*Counselor Education and Supervision*

*Elementary School Guidance and Counseling*

*Family Journal: Counseling and Therapy for Counseling and Families*

*Journal for Specialists in Group Work*

*Journal of Addictions and Offender Counseling*

*Journal of College Student Development* (published by ACPA, a former ACA division)

*Journal of Counseling and Development*

*Journal of Creativity and Mental Health*

*Journal of Employment Counseling*

*Journal of Humanistic Education and Development*

*Journal of Mental Health Counseling*

*Journal of Multicultural Counseling and Development*

*Measurement and Evaluation in Counseling and Development*

*Professional School Counselor*

*Rehabilitation Counseling Bulletin*

*School Counselor*

Your paper must be 4-5 pages, typewritten, double-spaced, with one-inch margins. Follow basic APA style format, but you do not need to include an abstract or running heads. Do, however, include a header with following information: Student/Client Issue Paper / Student’s Last Name, and page number.

Student/client issue papers are graded on ability to effectively collaborate with your supervisor and select an appropriate student issue for research, ability to summarize main points, thoughtfulness of reactions, staying within page and format guidelines, clarity of expression, and organization of ideas.

### **STUDENT SUCCESS TEAM (RTI) / TEAM MEETING COLLABORATIVE PROJECT**

**DUE: Class 7**

**150 Points**

Students will interview the team coordinator and obtain an overview of the responsibilities and duties of this individual. The student and team coordinator will identify a student/client who comes through the team process. The practicum student will attend a meeting for this student student/client and, upon approval, provide individual counseling for the student student/client

and/or family. The practicum student will also make appropriate referrals to school and community resource agency.

Upon completion of these steps, the practicum student will discuss the effectiveness of the process and address whether or not advocacy is needed for students/clients and their family in a 6-8 paper. Sections of this paper will include: overview of the coordinator's role in the school/agency, discussion of the identified client/student, and goals that emerged from the team meeting, discussion of follow up counseling with the client/student, discussion of client/student advocacy needs, and assessment of the effectiveness of the team process.

### **PORTFOLIO ON LIVETEXT (COUN 6880):**

DUE: Date to be determined

Graduation points

Students will upload all portfolio assignments for each course, personal reflections of each course, Reflection on Your Journey paper, and current resume into final Portfolio file on LiveText.

### **INSTRUCTOR EVALUATIONS**

As your group supervisor, the instructor will be evaluating you on a number of factors which are outlined in the evaluation form. These include, but are not limited to, your receptiveness to supervision, your ability to establish rapport and develop and/or implement effective treatment plans with your clients, your ability to identify communication skills you hear yourself using, your ability to maintain logs accurately, as well as areas for growth, and your ability to communicate well with your colleagues, your supervisors and fellow workers at your site.

**All practicum forms are to be submitted to the instructor in a manila folder no later than December 4, 2009. No written work will be accepted after this date.**

### **CONFIDENTIALITY**

In order to maintain confidentiality of clients, in all written work refer to the client by his or her first and last initials. While names of clients may be revealed in class discussions, students are reminded to maintain confidentiality of all information heard in class. Failure to maintain confidentiality is justification for immediate dismissal from the counseling program.

### **OTHER IMPORTANT INFORMATION**

#### **Written Assignment Guidelines:**

All written assignments, with the exception of weekly reflections, are to follow APA 6<sup>th</sup> edition guidelines:

- Papers should be double-spaced, have one inch margins around, and typed in 12 point Times New Roman.
- A title page should accompany each written assignment (refer to APA guidelines handout).
- All assignments must include headers that indicate an abbreviated assignment title, student's last name, and page number.

- A reference page should accompany each assignment when citations or references occur within the assignment text.
- Neither the title page nor reference page may be considered in meeting assignment page-length requirements.
- Abstracts are not required for any of the assignments in this course.

### **Due Dates**

Unless otherwise indicated, any assignment may be submitted before the due date. All assignments are expected to be completed and submitted no later than 5:00 p.m. on the indicated due dates unless prior arrangements have been made with the instructor. Late assignments will be given a 5 percent grade reduction per day past the due date, in accordance with program guidelines.

### **Academic Honesty**

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 Augusta State University Catalog. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge. (p.43)

### **Pipeline Accounts**

Students are encouraged to check their Pipeline accounts daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers are available free of charge in computer labs throughout campus as well as the library and campus internet cafes for students who do not have access from a home computer.

### **Department of Educational Leadership, Counseling and Special Education Website**

Students are invited to visit the departmental website at [www.aug.edu/clinical](http://www.aug.edu/clinical) and the Counselor Education Program website at [www.aug.edu/counselor\\_ed/](http://www.aug.edu/counselor_ed/). A variety of forms, some interactive, may be downloaded from the websites. There also are newsletters, registration information, and announcements, which students will find useful. Most forms are in Adobe Acrobat format. All campus computers have Adobe Acrobat Reader software installed, and students can download Adobe Acrobat Reader software for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

### **Writing Assistance**

Students may submit a rough draft of any paper to the instructor for comments a minimum of two weeks before the assignment is due. This is an optional activity and offered to assist students in the development of their writing skills.

Additional writing support is offered through the ASU Writing Center, located in University Hall 235. The Writing Center is open Mondays through Thursdays (9-3 and 5-8) and Fridays (9-2) and may be contacted at 706-737-1402. For additional support with APA guidelines, refer to the APA website ([www.apastyle.org](http://www.apastyle.org)). A handout on APA Guidelines is available on the Department of Educational

Leadership, Counseling, and Special Education under Student Resources  
([http://www.aug.edu/clinical/ELCSE\\_APA\\_Guidelines.pdf](http://www.aug.edu/clinical/ELCSE_APA_Guidelines.pdf)).

**Students with Disabilities**

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Please let your instructor know promptly about problems or concerns with assignments or requirements of the course.

**Student Safety**

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

**Cell Phones/Laptop Computers**

Use of cell phones for calls, text messaging or other tasks is prohibited in class. Laptop computers may be used for note taking as long as they are not a distraction to students.

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AUGUSTA STATE UNIVERSITY  
College of Education  
Department of Educational Leadership Counseling and Special Education  
Counselor Education Program

## CASE PRESENTATION OF RECORDINGS

**Counseling**

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Case:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Focus:**      Community    School

**Course:**    Practicum    Internship

**Instructions:** Watch/listen to video or audio tape. Select a portion of the tape to share with class (suggested amount of time - 5 minutes). Tape should be prepared to start at the point the student wishes to share information with the class. It is the student's responsibility to lead the case discussion using all of the following steps.

	Steps	Points
1.	<b>Information about Counseling Case:</b> presenting problem, history of presenting problem, previous attempts at problem solution, and pertinent information regarding the counselee. Include information about how counselor's and client's culture lens may influence their perspectives of presenting issues.	
2.	<b>Counseling Plan:</b> goals, action step(s), and desired outcomes.	
3.	<b>Counselor's Action:</b> name techniques, skills, strategies, and interventions.	
4.	<b>Counselor's Self Awareness:</b> thoughts, feelings about client, about self, and about the counseling process.	

5.	<b>Counselor's Request:</b> <i>I need help with:</i>	
6.	<b>Case Goals:</b> After all feedback from supervisor and group, determine future direction for the case: goals, action steps, evidence.	
7.	<b>Counselor Goals:</b> Future goals for the counselor: goals, action steps, evidence.	

**Additional Comments:**

**Points Earned:**

Updated: 5.9.08

\_\_\_\_\_

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Student Name \_\_\_\_\_  
Client First Name \_\_\_\_\_

Date \_\_\_\_\_  
Tape # \_\_\_\_\_

Faculty Name \_\_\_\_\_

Reviewed by  Audio  Video  Transcript  
Reviewed for  Practicum  Internship I  Internship II

**PART ONE: COUNSELING SKILLS SCALE (CSS) – Student Counselor Version**

**Directions:** As you review the tape, please identify specific examples of skills and write these along with any comments in the corresponding areas.

**SHOWS INTEREST AND APPRECIATION**

- 1. Body Language and Appearance** – Maintains open, relaxed, confident posture with appropriate eye contact. Leans forward when talking, leans back when client talks on target. Uses head nods and body gestures to encourage client talk. Maintains professional dress.
- 2. Minimal Encouragers** -- Repeats key words and phrases. Uses prompts (*uh huh, okay, right, yes*) to let client know s/he is heard. Uses silence helpfully.
- 3. Vocal Tone** – Uses vocal tone that matches the sense of the session and session goals. Vocal tone communicates caring and connection with the client.
- 4. Evoking and Punctuating Client Strengths** -- Includes questions and reflections related to assets and competencies; positively reframes client experiences.

## ENCOURAGES EXPLORATION

5. **Questioning** -- Asks open-ended questions that encourage the client to continue talking and to provide information. Uses when needed and when theoretically consistent. Uses closed questions judiciously. Does not overuse questions.
  
6. **Requesting Concrete and Specific Examples** -- Asks for concrete and specific instances when clients provide vague generalities. (*"Give me an example of how you might feel or behave when facing \_\_\_\_\_."*)
  
7. **Paraphrasing (reflection of content)** -- Engages in brief, accurate, and clear rephrasing of what the client has expressed.
  
8. **Summarizing** -- Makes statements at key moments in the session that capture the overall sense of what the client has been expressing.

## DEEPENS THE SESSION

9. **Reflecting Feeling** -- States succinctly the feeling and the content of the problem faced by the client (*"You feel \_\_\_\_\_ when \_\_\_\_\_."*)
  
10. **Using Immediacy** -- Recognizes here-and-now feelings, expressed verbally or nonverbally, of the client or the counselor. Can be related to the counselor-client relationship. (*"As we talk about \_\_\_\_\_ problem, I sense you are feeling \_\_\_\_\_ about me. In turn, I'm feeling \_\_\_\_\_ about how you are viewing the problem right now."*)

- 11. Observing Themes and Patterns** -- Identifies more overarching patterns of acting, thinking, or behaving in problem situations (*"In \_\_\_\_\_ situations, you regularly do \_\_\_\_\_ [or think \_\_\_\_\_ or feel \_\_\_\_\_."]*)
- 12. Challenging/Pointing out Discrepancies** -- Expresses observations of discrepancies. (*"You expect yourself to do \_\_\_\_\_ when facing the problem of \_\_\_\_\_, but you do \_\_\_\_\_ instead. When this happens you feel \_\_\_\_\_ about yourself."*)
- 13. Reflecting Meaning and Values** – Reflects the unexpressed meaning or belief/value system that is behind the words the client is saying. (*"You feel strongly about making choices based on \_\_\_\_\_ belief."*)

#### ENCOURAGES CHANGE

- 14. Determining Goals and Desired Outcomes** – Collaboratively determines outcomes toward which the counseling process will aim. Helps client set goals.
- 15. Using Strategies for Creating Change** – Uses theoretically-consistent and intentional intervention strategies to help client move forward toward treatment goals [such as setting up reinforcement systems, using guided imagery, asking the miracle question, directives, self-disclosure, interpretation, advice, opinion, information instruction].
- 16. Considering Alternatives and their Consequences** – Helps the client review possible solutions and the value of each over the long term. (*"One option would be \_\_\_\_\_, and that would mean \_\_\_\_\_. Another option would be...."*)

- 17. Planning Action and Anticipating Possible Obstacles** --Reaches agreement about actions to take between sessions, who is responsible for them, and when they will be done. Helps client to list what obstacles might interfere and decide how to handle them. (“So, you will do \_\_\_\_\_ by \_\_\_\_\_ date. What could prevent you from accomplishing your plan?”)

### **DEVELOPS THERAPEUTIC RELATIONSHIP**

- 18.** Consistently engages in caring manner with client, particularly by demonstrating such core conditions as genuineness and authenticity, warmth and acceptance, respect and positive regard, and empathy.

### **ENCOURAGES CHANGE**

- 19.** Opens session smoothly and warmly greets client. Begins work on counseling issues in a timely way. Structures session, directing client naturally through opening, exploration, deeper understanding, creating change, and closing; focuses client on essence of issues at a level deep enough to promote positive movement. Smoothly and warmly ends the session, in a timely way, planning for future sessions or for termination.

### **Additional Comments:**

**PART TWO: PROCESS QUESTIONS (Student Counselor)**

1. What were the goals for this session?
  
2. Did anything happen during the session to cause the goals to be reconsidered? How did you resolve this?
  
3. What were the major themes of the session? Was there any important content?
  
4. How did you feel during the session? About the client? About yourself?
  
5. Did you struggle with any goals? Or, were all of the session goals accomplished?
  
6. What plans/goals were set for the next session?
  
7. What did you learn about the counseling process by observing this session?
  
8. What question(s) do you have for the class?

*Understanding for Teaching and Teaching for Understanding*

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**WRITING RUBRIC**

**Student name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assignment:** \_\_\_\_\_

<b>1-4</b>	<b>5</b>	<b>6-7</b>	<b>8</b>	<b>9-10</b>	<b>Score</b>
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**WRITING MECHANICS:**

**Organization** — paper begins with an appropriate introduction. Transitions lead the reader through the paper in a logical way to a strong and rational conclusion. Details are appropriately placed and support premise of paper.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Little sense of direction      | <input type="checkbox"/> Sequence logical                   | <input type="checkbox"/> Sequence enhances understanding of topic                                     |
| <input type="checkbox"/> Paragraphs do not cohere       | <input type="checkbox"/> Paragraphs cohere most of the time | <input type="checkbox"/> Paragraphs cohere  |
| <input type="checkbox"/> No transitions                 | <input type="checkbox"/> May be missing transitions         | <input type="checkbox"/> Transitions work well  |
| <input type="checkbox"/> Details do not relate to topic | <input type="checkbox"/> Some details missing               | <input type="checkbox"/> Details fit/enhance piece  |
| <input type="checkbox"/> No clear beginning/ending      | <input type="checkbox"/> Start/finish need improvement      | <input type="checkbox"/> Clear, inviting beginning/satisfying conclusion makes paper come full circle |
| <input type="checkbox"/> Noticeable information gaps    |   |   |

**Word Choice / Sentence Structure** — writer has carefully chosen words specific to the topic. The paper flows smoothly, without monotony, when read aloud. Sentences are carefully crafted.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Limited vocabulary             | <input type="checkbox"/> Vocabulary ordinary                                | <input type="checkbox"/> Accurate, interesting, lively vocabulary, appropriate to topic |
| <input type="checkbox"/> Meaning difficult to determine | <input type="checkbox"/> Words lack precision; meaning is lost occasionally | <input type="checkbox"/> Strong, full, rich imagery as appropriate                      |
| <input type="checkbox"/> Wording often inaccurate       | <input type="checkbox"/> Clichés occasionally appear                        | <input type="checkbox"/> Words are concise, eloquent                                    |
| <input type="checkbox"/> Clichés appear frequently      | <input type="checkbox"/> Structure usually correct                          | <input type="checkbox"/> Words are chosen carefully / carry their own weight            |
| <input type="checkbox"/> Rambling, awkward phrasing     | <input type="checkbox"/> Sometimes awkward                                  | <input type="checkbox"/> Flows easily if read aloud                                     |
| <input type="checkbox"/> Choppy, incomplete sentences   | <input type="checkbox"/> Doesn't flow smoothly                              | <input type="checkbox"/> Structure effective, deliberate                                |
| <input type="checkbox"/> No variety                     | <input type="checkbox"/> Some variety in structure                          | <input type="checkbox"/> Varied sentence structure                                      |

**Mechanics** — writer has eliminated most, if not all mechanical errors, and uses mechanics to enhance paper.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Numerous errors            | <input type="checkbox"/> Some errors                | <input type="checkbox"/> Sophisticated use of mechanics |
| <input type="checkbox"/> spelling/wrong words       | <input type="checkbox"/> spelling/wrong words       | <input type="checkbox"/> Few errors in                  |
| <input type="checkbox"/> punctuation/capitalization | <input type="checkbox"/> punctuation/capitalization | <input type="checkbox"/> spelling/wrong words           |
| <input type="checkbox"/> run-ons/fragments          | <input type="checkbox"/> run-ons/fragments          | <input type="checkbox"/> punctuation and capitalization |
| <input type="checkbox"/> other                      | <input type="checkbox"/> other                      | <input type="checkbox"/> run-ons/fragments              |
|   |   | <input type="checkbox"/> other                          |

**APA Guidelines** — writer demonstrates a knowledge of and ability to correctly apply national writing guidelines.

- |  |   |  |
|--|---|--|
| More than 5 errors in paper  | Not more than 5 errors in paper                               | Not more than 3 errors in paper  |
| <input type="checkbox"/> omitted to cite reference in text               | <input type="checkbox"/> sometimes failed to cite reference   | <input type="checkbox"/> Demonstrates understanding of APA formatting in |
| <input type="checkbox"/> incorrectly cited reference in text             | <input type="checkbox"/> some incorrectly formatted citations | <input type="checkbox"/> citations within text                           |
| <input type="checkbox"/> improper headings                               | <input type="checkbox"/> some errors in headings              | <input type="checkbox"/> heading formation                               |
| <input type="checkbox"/> reference sheet missing or improperly formatted | <input type="checkbox"/> some errors in reference citations   | <input type="checkbox"/> reference page                                  |

**TOTAL POINTS FOR WRITING MECHANICS** \_\_\_\_\_ / 40 pts

**Comments:**

**IDEAS AND CONTENT:**

	1-4	5	6-7	8	9-10	Score
<b>Ideas and Content</b> — writer thinks critically, knows subject content, and presents a balanced view with enough detail to enhance the paper.						
<input type="checkbox"/> Needs fully developed purpose <input type="checkbox"/> No central idea <input type="checkbox"/> No balance <input type="checkbox"/> No knowledge of topic <input type="checkbox"/> Details missing <input type="checkbox"/> No critical thinking evident		<input type="checkbox"/> Purpose reasonably clear <input type="checkbox"/> Ideas could be more appealing <input type="checkbox"/> Balance a little off <input type="checkbox"/> Knowledge of topic limited <input type="checkbox"/> Skimpy supporting details <input type="checkbox"/> Little critical thinking evident		<input type="checkbox"/> Clear purpose <input type="checkbox"/> Ideas conveyed in insightful, original manner <input type="checkbox"/> Paper is balanced/important ideas stand out <input type="checkbox"/> Knows topic well <input type="checkbox"/> Effective amount, discriminating use of, detail; critical thinking obvious		<b>/50 pts</b>

<b>Requirements of Assignment</b> — has met all requirements of assignment			
Did not meet requirements of assignment	Has met all requirements of assignment	Surpassed all requirements of assignment	<b>/10 pts</b>

**TOTAL POINTS FOR IDEAS AND CONTENT** / 60 pts

**Total Rubric Points** \_\_\_\_\_ /100 pts

**Total Earned Points for this Paper**  
 (total points as % x total possible points for assignment) \_\_\_\_\_ pts

Comments: