

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

Fall 2011

COURSE TITLE: COUN 6880A COUNSELING PRACTICUM
HOURS: 3 semester hours (3-0-3)
PREREQUISITES: 9 out of 13 program courses
CLASS MEETINGS: **Wednesdays** 5:00-8:00 p.m. in UH 381
CLASS DATES: **August 17, 31, September 14, 28, October 12, November 2, 16, 30**

INSTRUCTOR: Margie Wallace-Staples, MS, LPC, NCC
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 Office: ASU Counseling Dept
 Office hours: by appointment only

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: (School-track only)

Stone, C. B., & Dahir, C. A. (Eds.) (2011). *School counselor accountability: A MEASURE of student success* (3rd ed.). Upper Saddle River, NJ: Pearson Education.

LIVETEXT REQUIREMENT

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. Your professor will explain specific assignments, portfolios, assessments, or other required documents that must be submitted for grading through *LiveText*.

LiveText software may be purchased through the ASU bookstore or online at www.livetext.com. **A subscription to *LiveText* is required in EDUC 2110, EDUC 2120, EDUC 2130, initial teacher preparation, advanced teacher, and other school professional programs and endorsements.**

LiveText works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their 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.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

The preparation of teachers and other school personnel is critical to all other professions, and to communities, the state, and the nation. The professional educator plays an essential role in student learning. The Conceptual Framework of the professional education unit at Augusta State University consists of a mission and vision with an overarching theme to produce **prepared, able, and responsive** professionals to teach and support diverse learners.

This mission and vision requires a partnership between the professional education unit including the College of Education, the College of Arts and Sciences, the local community educational system, community agencies, and the Professional Development School Network.

Conceptual Framework: Mission

Our mission is to educate prospective school professionals to be knowledgeable, effective, and ethical practitioners.

Conceptual Framework: Vision

Our vision is to prepare school professionals who transform P-12 learners into thinking, productive citizens.

Standard: Prepared

Disposition: To think critically about the process of teaching, learning and assessment.

Competencies: Candidates who are prepared will:

- P1 - demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

- P2 - use self assessment and analysis as a basis for collaboration with colleagues, continuing professional development and lifelong learning.
- P3- possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or professional field of study and create learning experiences that enable all students to learn.
- P4- demonstrate an understanding about how students learn and develop (intellectually, socially, and individually) and provide developmentally appropriate curricula, learning opportunities and support.
- P5- demonstrate knowledge about how to use information and technology effectively to foster active inquiry, collaboration, and supportive interaction in educational settings.

Standard: Able

Dispositions: To be creative, challenging, and flexible in teaching/professional practices.

Competencies: Candidates who are able will:

- A1 - understand, use, and support a variety of instructional strategies to encourage critical and creative thinking, problem solving, and achievement.
- 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 using knowledge of subject matter, the learners, the community, and curriculum goals.
- A4- understand and use authentic assessment to evaluate and ensure the continuous development of the learner.
- A5- organize, allocate, and manage resources to support learning.

Standard: Responsive

Disposition: To act in a fair manner that is empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents, peers, and others.

Competencies: Candidates who are responsive will:

- R1- respect the dignity of all persons believing that all children can learn and have the right to an opportunity to do so.
- R2- translate knowledge into creating and supporting meaningful experiences for diverse learners.
- R3-accept responsibility for teaching and working in authentic settings with diverse populations of learners.
- R4- demonstrate a commitment to meet the educational needs of learners in a fair, caring, nondiscriminatory, and equitable manner.
- R5 reflect on practice and continually evaluate the effects of choices and actions on others (students, parents, and other professionals in the learning community).
- R6- foster professional relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

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), 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)

METHODS OF INSTRUCTION

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

COURSE SCHEDULE

Class	Date	Reading	Activity	Assignments Due
1	8/15		Welcome and Introduction. Explanation of Practicum Forms. Discussion of Professional Counseling Development Evaluation.	A copy of insurance verification Self-assessment
2	8/29		Getting Started, You, Supervision, and the Settings. Red Flags in Supervision. Listening to tapes and analyzing cases, Counseling Skills Scale.	
3	9/12	Review of ACA / ASCA Ethical Standards	Becoming Effective as a Supervisee: You get back what you put in	<i>Class Presentation of recordings Recording and CSS</i>
	9/26		Working With Ethics, Laws, and Professionalism: Best Practice Standards	<i>Class Presentation of recordings Recording and CSS</i>
5	10/10		Becoming a Culturally Competent Helping Professional: Appreciation of Diversity	<i>Class Presentation of recordings Recording and CSS Client Issue Paper (comm)/Impacting Student Learning (school) Paper</i>
6	10/31		Continuing Self-Improvement & Conceptualizing the Client	<i>Class Presentation of recordings Recording and CSS</i>
7	11/14		Counseling Research Outcomes: Discovering What Works	<i>Class Presentation of recordings Recording and CSS Professional Development Summary</i>

8	11/28		Staying Well: Guidelines for Responsible Living What did we learn? What will we focus on during internship?	<i>Class Presentation of recordings</i> <i>Recording and CSS</i>
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PERFORMANCE ASSESSMENT

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

Recordings and CSS (6 @ 25 points each)	150 Points
Class Presentation of Recordings (2 @ 50 points each)	100 Points
Client Issue Paper (COMMUNITY) OR Impacting Student Learning Project (MEASURE 1-4) (SCHOOL)	300 Points
Professional Development Summary	150 Points
On-Site Supervisor Evaluation	300 Points
TOTAL	1000 Points

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. 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.
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. 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.

RECORDINGS AND COUNSELING SKILLS SCALE 150 Points (6@25 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 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.

CLASS PRESENTATION OF RECORDINGS

DUE: Two presentations throughout semester 100 Points (50 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 and Conceptualization 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).

CLIENT ISSUE PAPER (community track only)

300 Points

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 client 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
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
- Issue presented by the 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

- How you applied or will apply what you learned in providing services for your client
- Identify resources/agencies/programs within and outside of the agency to which you would refer client for additional support
- 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 3-4 pages, typewritten, double-spaced, with one-inch margins. Follow basic APA style format, but you do not need to include an abstract.

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.

IMPACTING STUDENT LEARNING PROJECT: MEASURE Project (school track only) 300 points

The issue of accountability has become integral to the role of the school counselor working in the K-12 setting. The school counselor is required to demonstrate, as teachers are, that their efforts are contributing to the enhancement of student learning. Therefore, it is essential that you as a school counseling candidate can demonstrate that your work is positively impacting student learning in some manner. In order to do so, you will complete the FIRST FOUR STEPS of the MEASURE process outlined by Stone and Dahir (2011). According to these authors, “MEASURE is a six-step accountability process that helps school counselors demonstrate how

their programs affect critical data, those components of a school report card that are the backbone of the accountability” (Stone & Dahir, 2011, p. 29).

You are expected to outline, describe and articulate the first four of the six steps of the MEASURE and apply it within your school. The six step process entails:

STEP 1: MISSION (Connect your work to the school’s mission statement.)

Provide your school’s mission statement and the comprehensive school counseling mission. Be sure to review the current school’s improvement plan (SIP) to ensure your project will be aligned with both the school’s mission statement and its SIP. Describe your collaboration with your site supervisor in developing a project that will promote student achievement.

STEP 2: ELEMENT (Identify the critical elements that you are trying to change.)

Identify critical data elements and develop appropriate goals. These elements may be found on the school webpage, report card or from sources such as the Department of Education. If appropriate and / or available, provide baseline data.

STEP 3: ANALYZE (Analyze the data elements using percentages, raw scores, quartiles, or stanines, etc.)

Identify, gather and analyze appropriate data to your school improvement plan in order to study the data as it relates to your project. In your paper, describe what data you reviewed and the conclusions you made from the review.

STEP 4: STAKEHOLDERS UNITE (Identify stakeholders to involve in strategies to improve the data elements.)

(a) Identify and involve stakeholders (partners) to develop a collaborative team that will work together to positively impact student learning. (b) Develop appropriate and achievable strategies for the project. (c) Implement selected strategies for impacting student learning.

STEP 5: RESULTS (Restate your baseline data, where your data is now, and whether or not you met the goals).

Clearly and comprehensively state the positive outcome and results of the *impacting student learning project*. Include pre- and post-test results or other evaluative data to show the impact of your project on student learning. If student success was not supported by data, develop an alternative strategy for your next project.

STEP 6: EDUCATE (Disseminate to internal and external stakeholders the changes in the targeted data elements that show the positive impact the school counseling program is having.)

Share the results of your efforts with your school and stakeholders. Document how you disseminated the information (e.g., power point presentation, brochures, webpage). Also, provide suggestions for future *impacting student learning projects*.

You should discuss each of the first four steps of the MEASURE in an organized, thoughtful, and meaningful manner in order to demonstrate your ability to improve student learning. Papers should be in APA format and should be 5-6 pages in length. A complete description of each element is provided in:

Stone, C. B., & Dahir, C. A. (Eds.) (2011). *School counselor accountability: A MEASURE of student success* (3rd ed.). Upper Saddle River, NJ: Pearson Education.

PROFESSIONAL DEVELOPMENT SUMMARY 150 points

Students will write a 1-2 page summary of one professional development experience (such as participation in a workshop, training session, or conference) that the student has attended during the current semester. This session must be at least one hour in length. Summary should include training topic(s), presenter(s), main points of training, information gleaned from training, and reflections on information presented.

PORTFOLIO ON LIVETEXT (COUN 6880):

DUE: Date to be determined

GRADUATION

Students will upload all portfolio assignments for each course (Client Issue Paper for community, Impacting student Learning Paper for school), and personal reflections of each course into final Portfolio file on LiveText.

SUPERVISOR EVALUATION

300 points

Your on-site supervisor 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. Your site supervisor will be sent a code for special access to the evaluation form online.

FINAL REFLECTION

Students will submit a final reflection about their experience in the course at the end of the semester.

All practicum forms are to be submitted to the instructor no later than July 12, 2011. 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 6th 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 (out of 100) 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 2011–12 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.”

myASU and JagMail

MyASU is a web based portal that contains a variety of information and services. A myASU account is created for all new applicants and stays with the student throughout their time at ASU and after graduation. MyASU gives you

- Access to JagMail (web-based Email system)
- Classroom tools such as class bulletin boards and class chat rooms
- Campus & Personal Announcements
- Access into ELROY (your personal student information)
- Access to [GeorgiaVIEW Vista](#) (An On-Line Course management system)

Students are encouraged to check their JagMail account daily. Students are responsible for any assignments or deadlines sent to them via JagMail. If you have trouble accessing your myASU account, you should contact Information Technology Services at 737-1676. Computers and

printers 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/elcse and the Counselor Education Program website at www.aug.edu/elcse/counseling. 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 Center

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor. For additional support with APA guidelines, refer to the APA website (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).

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.

BIBLIOGRAPHY

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

Additional Comments:

Points Earned:

Updated: 5.9.08

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

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)

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:

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PART TWO: REFLECTION AND CONCEPTUALIZATION QUESTIONS

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?

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WRITING RUBRIC

Student name: _____ **Date:** _____

Assignment: _____

1-4	5	6-7	8	9-10	Score
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"/> Paragraphs do not cohere	<input type="checkbox"/> No transitions	<input type="checkbox"/> Details do not relate to topic	<input type="checkbox"/> No clear beginning/ending	<input type="checkbox"/> Noticeable information gaps
<input type="checkbox"/> Sequence logical	<input type="checkbox"/> Paragraphs cohere most of the time	<input type="checkbox"/> May be missing transitions	<input type="checkbox"/> Some details missing	<input type="checkbox"/> Start/finish need improvement	
<input type="checkbox"/> Sequence enhances understanding of topic	<input type="checkbox"/> Paragraphs cohere	<input type="checkbox"/> Transitions work well	<input type="checkbox"/> Details fit/enhance piece	<input type="checkbox"/> Clear, inviting beginning/satisfying conclusion makes paper come full circle	
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"/> Meaning difficult to determine	<input type="checkbox"/> Wording often inaccurate	<input type="checkbox"/> Clichés appear frequently	<input type="checkbox"/> Rambling, awkward phrasing	<input type="checkbox"/> Choppy, incomplete sentences
<input type="checkbox"/> Vocabulary ordinary	<input type="checkbox"/> Words lack precision; meaning is lost occasionally	<input type="checkbox"/> Clichés occasionally appear	<input type="checkbox"/> Structure usually correct	<input type="checkbox"/> Sometimes awkward	<input type="checkbox"/> Doesn't flow smoothly
<input type="checkbox"/> Accurate, interesting, lively vocabulary, appropriate to topic	<input type="checkbox"/> Strong, full, rich imagery as appropriate	<input type="checkbox"/> Words are concise, eloquent	<input type="checkbox"/> Words are chosen carefully / carry their own weight	<input type="checkbox"/> Flows easily if read aloud	<input type="checkbox"/> Structure effective, deliberate
<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"/> spelling/wrong words	<input type="checkbox"/> punctuation/capitalization	<input type="checkbox"/> run-ons/fragments	<input type="checkbox"/> other	
<input type="checkbox"/> Some errors	<input type="checkbox"/> spelling/wrong words	<input type="checkbox"/> punctuation/capitalization	<input type="checkbox"/> run-ons/fragments	<input type="checkbox"/> other	
<input type="checkbox"/> Sophisticated use of mechanics	<input type="checkbox"/> Few errors in	<input type="checkbox"/> spelling/wrong words	<input type="checkbox"/> punctuation and capitalization	<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.					
<input type="checkbox"/> More than 5 errors in paper	<input type="checkbox"/> omitted to cite reference in text	<input type="checkbox"/> incorrectly cited reference in text	<input type="checkbox"/> improper headings	<input type="checkbox"/> reference sheet missing or improperly formatted	
<input type="checkbox"/> Not more than 5 errors in paper	<input type="checkbox"/> sometimes failed to cite reference	<input type="checkbox"/> some incorrectly formatted citations	<input type="checkbox"/> some errors in headings	<input type="checkbox"/> some errors in reference citations	
<input type="checkbox"/> Not more than 3 errors in paper	<input type="checkbox"/> Demonstrates understanding of APA formatting in	<input type="checkbox"/> citations within text	<input type="checkbox"/> heading formation	<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
Ideas and Content — 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"/> Purpose reasonably clear	<input type="checkbox"/> Clear purpose		<input type="checkbox"/> Ideas conveyed in insightful, original manner	/50 pts
<input type="checkbox"/> No central idea	<input type="checkbox"/> Ideas could be more appealing		<input type="checkbox"/> Paper is balanced/important ideas stand out		
<input type="checkbox"/> No balance	<input type="checkbox"/> Balance a little off		<input type="checkbox"/> Knows topic well		
<input type="checkbox"/> No knowledge of topic	<input type="checkbox"/> Knowledge of topic limited		<input type="checkbox"/> Effective amount, discriminating use of, detail; critical thinking obvious		
<input type="checkbox"/> Details missing	<input type="checkbox"/> Skimpy supporting details				
<input type="checkbox"/> No critical thinking evident	<input type="checkbox"/> Little critical thinking evident				
Requirements of Assignment — has met all requirements of assignment					
<input type="checkbox"/> Did not meet requirements of assignment	<input type="checkbox"/> Has met all requirements of assignment		<input type="checkbox"/> Surpassed all requirements of assignment		/10 pts

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: