

**ST. BONAVENTURE UNIVERSITY
SCHOOL OF EDUCATION
COUNSELOR EDUCATION PROGRAM**



SEMESTER & LOCATION: Spring, 2017

SEMESTER & LOCATION: Fall 2017

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A. COURSE TITLE:

CE 610: Practicum in Counseling

B. TEXT:

Baird, B. (2014). *The internship, practicum and field placement handbook: A guide for the helping professions* (7th Ed.). Upper Saddle River, NJ: Pearson.

ISBN-10: 0-205-95965-2; ISBN-13: 978-0-205-95965-5

Professional articles to be discussed.

C. CREDIT HOURS:

3 graduate credit hours.

D. APPROVED COURSE DESCRIPTION:

This course is designed to expose the student to the practice of counseling with individuals under direct supervision. Students will meet with actual clients. The course is designed to facilitate the integration and application of theory and skill in earlier coursework. Ethical codes related to the counseling profession will be reviewed and ethical issues and behavior addressed. Prerequisites: Formal faculty approval following successful completion of prior required courses and proof of appropriate Practicum entry clearances.

E. PREREQUISITES:

1. Completion of required prerequisite courses (e.g., CE 530 Techniques in Counseling, CE 550 Group Counseling).
2. Completion of the Child Abuse Mandated Reporter= and Safe Schools & Violence Prevention workshops. These workshops must have been completed at St. Bonaventure.
3. Fingerprint clearance through New York State (Required for NY state school track students; strongly recommended for NY state agency track students).
4. Obtainment of ACA membership, and professional liability insurance.
5. Completion of Practicum Entry Checklist during a meeting with faculty advisor.
6. Obtainment of faculty approval.

F. PROGRAM GOALS:

1. Counselor Education graduates will demonstrate knowledge in the core and relevant specialty areas of counseling as established by the Council for Accreditation of

Counseling and Related Educational Programs.

2. Counselor Education graduates will be able to demonstrate competency in facilitating cognitive/behavioral change using evidence-based treatment/educational planning and counseling skills in various settings.

3. Counselor Education graduates will demonstrate the professional knowledge, skills, and dispositions necessary within their specialty counseling context.

G. LEARNING OBJECTIVES:

Learning objectives and outcomes will follow the conceptual framework developed by the School of Education, in which is emphasized “Knowledge”, “Integrity”, and “Community”..

Course Goal: To provide students with an opportunity to share, review & enhance their counseling skills when in a counseling setting.

COURSE OBJECTIVES	CACREP	PROGRAM GOALS
Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.	3F	G3
Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills	3G	G1, G3
Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement	3H	G3
Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member..	3I	G1, G3

The School of Education Knowledge, Skills and Dispositions are, as found in Appendix I, addressed in this class.

H. FIELD EXPERIENCES:

- Students must complete supervised practicum experiences that total a minimum of 100 clock hours. This 100 hours includes the 40 hours below, as well **3H-I**
- All Practicum requirements must be successfully completed before the Internship is

started.

I. REQUIREMENTS:

Assignment	CACREP Standard
1. Clinical The roles of the faculty and site supervisors, class professor and student are spelled out in the Program Handbook, of which all parties have copies. Every effort should be made to delineate a specific contract among the parties. The student's practicum includes all of the following: <ul style="list-style-type: none"> Minimum of 40 hours of direct service with clients, including experience in individual counseling and group work (i.e., ¼ should be group counseling). The student's practicum includes all of the following: Weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member. If provided by an adjunct professor, ongoing communication with full time faculty members will occur. Students will receive one hour of supervision per week on site with a cooperating site supervisor. {Cooperating site supervisors must have master's level degree in counselor education, or related counseling disciplines such as psychology. Credentials such as the Mental Health Counselor license, and permanent school counseling certification, as well as tenure, are desirable. Cooperating site supervisor qualifications but not required. Cooperating site supervisors must have, however, at least two years of paid work experience}. An average of one and one half (1 1/2) hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member (via class). The development of 2 program-appropriate audio/video recordings for use in supervision in class or live supervision of the student's interactions with clients. Completion of the Practicum Evaluation Form & a brief cover letter by the cooperating site supervisor at the end of the 40 hours. Maintenance by student of a log of their Practicum hours & activities. 	
	3G
	3H
	3I

<p>2. Class</p> <ul style="list-style-type: none"> ○ <u>Attendance</u>: This is a clinical seminar class with the majority of the learning taking place via class interactions. Thus, attendance is mandatory. Instructors are to be notified in advance of essential absences. Students missing more than 1/5th of the classes will not pass the course. ○ <u>Case presentations</u>: Students are required to present, discuss, & receive feedback on their 2 tapes. These tapes should involve counseling sessions with different counselees, at different times in the counseling process, <u>involve 1:1 sessions and not group</u>, and should demonstrate diverse counseling skills. Taping schedules for class, and faculty supervision outside of class will be developed, as well as an outline for the tape presentations. ○ <u>Skill & Professional Disposition Assessment</u>: Students' counseling skills will be assessed within the class using a standardized evaluation measure. Feedback given to each student in regard to this assessment, as well as professional dispositions. ○ <u>Articles</u>: Students are asked to bring in one Journal counseling article they have read. On the last week, students will upload their references. 	
<p>3. Journals</p> <ul style="list-style-type: none"> ○ Students will turn in on Moodle a one page, typed, journal, starting the second group supervision meeting. ○ Key ethical and professional development issues are to be addressed (reactions, reflections, critiques and questions). ○ Issues read in articles may also be included. 	

J. GRADES:

All requirements must be satisfactorily completed to receive a passing grade in this course. Specifically, students must receive a satisfactory Practicum Evaluation; complete the class case presentations, reading assignments, journals and trainings; and attend and utilize individual supervision sessions.

'P' = Pass; 'F' = Not Pass.

Graduate Grading Policy – School of Education

Grade Value	Indicator
A = 100-95	Demonstrates a superior application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
A- = 90-94	Demonstrates a superior application and connection of knowledge and skills through evaluation and analysis.
B+ = 89-86	Demonstrates a thorough and effective application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
B = 85-80	Demonstrates consistent application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
C = 79-75	Demonstrates an inconsistent level of application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
F = < 75	Fails to demonstrate a basic application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
P	Passing grade for field experience/practicum.
F	Failing grade for field experience/practicum.

K. CALENDAR/OUTLINE:

Chapter Readings:

Class	Chapters
1	1
2	2
3	3
4	4
5	5
6	6
7	
8	8
9	9
10	10
11	11
12	
13	
14	
15	

	TOPICS
Classes	Group Supervision: Introduction Ethics & Legalities Communication Skills Assessment & Tx Planning Lethality & Child Abuse Evidenced-Based Interventions Supervision Process Tape Reviews
15 Weeks	Individual Supervision: Weekly review of clinical experiences and professional development

L. ADDITIONAL COURSE INFORMATION:

Conceptual Framework. This course promotes the conceptual framework of the SBU School of Education (Educator as Connector):

“Knowledge” (reading and course assignments, lectures and class discussions, tape and site evaluations)

“Integrity” (review of ethical code and application of ethical practices, behavior on site; ACA membership)

“Community” (encouragement of contacts with other professionals in the field, provision of counseling service)

School of Education Attendance Policy. Attendance is required and critical for success. It is the students’ professional responsibility to attend classes, produce quality work, and adhere to the ethics of the profession. Classes may contain content that cannot be made up if missed. Failure to attend all classes may result in lowered grades or failing the class. Instructors have the responsibility for monitoring attendance, and determining the effect of attendance on course grades, and will inform students of their specific attendance

Technology. This course fosters the technology of the SBU School of Education through the use of technology assisted lectures, demonstration of skills via professional counseling tapes, the audio (visual) taping of Developmental Seminar sessions and counseling sessions. In addition, technological advances and on-line resources in the counseling field will be addressed.

Diversity. This course fosters the diversity objective of the School of Education via the following activities: involvement in a comprehensive developmental counseling program for all students, lecture presentations on this topic, recognition of diverse learning styles within the classroom, respect for diverse opinions and beliefs shared within course discussions, provision of counseling services of to clients/students with diverse demographics.

Academic Honesty. Academic dishonesty is inconsistent with the moral character expected of students in a university committed to the spiritual and intellectual growth of the whole person, and with the ethics of the teaching profession. It also subverts the academic process by distorting all measurements. It is a serious matter and will be dealt with accordingly. A list of unacceptable practices penalties to be assigned, and procedures to be followed in the prosecuting of cases of alleged academic dishonesty may be found in the Student Handbook. Students should familiarize themselves with these very important provisions of the handbook.

ADA Statement. Students with disabilities who believe that they may need accommodation in this class should contact the Disabilities Support Services Office, Doyle Room 26, at 375-2065, as soon as possible to ensure that such accommodations are implemented in a timely fashion. The instructor should also be informed on or before the first day of class requirements.

Methods of Instruction: The first weeks of class are devoted to didactic sharing of materials, while the second half involves tape reviews and skill building. Lectures, small group activities, and discussions will be utilized.

Syllabus Change. This syllabus may be subject to change.

M. RECOMMENDED READINGS:

- Allen-Meares, P. & Fraser, M. (2004). *Intervention with children and adolescents: An interdisciplinary perspective*. Upper Saddle River, NJ: Pearson Education, Inc.
- Anderson, R.S. & Reiter, D. (1995). The indispensable Counselor. *The SchoolCounselor*, 42, 268-276.
- Baker, S. (2003). *School counseling for the twenty-first century (4th Ed.)*. NJ:Prentice Hall.
- Baird, B. (2001). *The internship, practicum and field placement handbook (2ndEd.)*. Upper Saddle River: Prentice-Hall.
- Barr, R. & Parrett, W. (2001). *Hope fulfilled for at-risk and violent youth: K-12 programs that work*. Boston, MA: Allyn & Bacon.
- Borders, L.D. & Drury, S.M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. *Journal of Counseling and Development*, 70, 487-498.
- Boylan, J., Malley, P. & Reilly, E. (2001). *Practicum & internship: Textbook and resource guide for counseling and psychotherapy (3rd Ed.)*. Philadelphia, PA: Brunner- Routledge.
- Bradley-Johnson, S. & Johnson, M.(-). *A handbook for writing effective psycho educational reports* Texas: Pro-Ed.

- Brill, N. & Levine, J. (2002). *Working with people: The helping process*. Boston, MA: Allyn & Bacon.
- Claywell, G. (2001). *The Allyn & Bacon guide to writing professional portfolios*. Boston, Mass: Allyn & Bacon.
- Cobia, D. & Henderson, D. (2003). *Handbook of school counseling*. Upper Saddle River, NJ: Pearson Education, Inc.
- Coll, K.M. & Freeman, B. (1997). Role conflict among elementary school counselors: A national comparison with middle school and secondary school counselors. Elementary School Guidance and Counseling, 31, 251-261.
- Dagley, J.C. (1987). A new look at developmental guidance: The hearthstone of school counseling. The School Counselor, 35, 102-109
- Davis, T.E. & Osborn, C.J. (2000). The Solution-focused School Counselor. Ann Arbor, MI: Accelerated Development.
- Dingman, R. & Weaver, J. (2003). *Days in the lives of counselors*. Boston, Mass: Allyn & Bacon.
- Dollarhide, C. & Saginak, K. (2003). *School counseling in the secondary school: A comprehensive process and program*. Boston, MA: Allyn & Bacon.
- Egan, G. (2007). *The Skilled Helper* (8th edition). Monterey, CA: Brooks/Cole-Thomson.
- Meier, S.T. & Davis, S.R. (2001). *The Elements of Counseling*. Belmont, CA: Brooks/Cole.
- Erfprd, B. (2003). *Transforming the school counseling profession*. Upper Saddle River, NJ: Prentice-Hall.
- Erk, R. (2004). *Counseling treatment for children and adolescents with DSM-IV-TR disorders*. Upper Saddle River, NJ: Pearson Education, Inc.
- Fischer, L. & Sorenson, G. (1996). *School law for counselors, psychologists, social workers* (3rd Ed.). Y, NY: Longman Publishers.
- Fuller, M. & Olsen, G. (1998). *Home-school relations: Working successfully with parents and families*. Boston, MA: Allyn & Bacon.
- Geroski, A.M., Rodgers, K.A., and Breen, D.T. (1997). Using the DSM-IV to enhance collaboration among school counselors, clinical counselors, and primary care physicians. Journal of Counseling and Development, 75, 231-239.
- Gladding, S.T. (2003). *Counseling: A comprehensive profession* (5TH Ed.). Upper Saddle River, NJ: Merrill Prentice-Hall Publishers.
- Gladding, S. T. (2001). *The counseling dictionary: Concise definitions of frequently used terms*. Upper Saddle River, NJ: Merrill Prentice Hall Publishers.
- Glicksen, M. (2004). *Violent young children*. Upper Saddle River, NJ: Pearson Education, Inc.
- Gysbers, N.C. & Henderson, P. (1988). Developing and Managing Your School Counseling Program. Alexandria, VA: American Association for Counseling and Development.
- Gysbers, N.C., Hughey, K.F., Starr, M., & Lapan, R.T. (1992) Improving school guidance programs: A framework for program, personnel, and results evaluation. Journal of Counseling and Development, 70, 565-570.
- Hackney, H. & Cormier, S. (2001). *The professional counselor* (4th Ed). Boston, Mass: Allyn & Bacon.
- Hargens, M. & Gysbers, N.C. (1984). How to remodel a guidance program while living it: A case study. The School Counselor, 32, 119-125.
- Jongsma, A., Patterson, L. & McGinnis, W. (2000). *The child OR adolescent OR adult psychotherapy treatment planner* (2nd Ed.). NY, NY: Wiley Press.
- Lane, K., Gresham, F. & Shaugnessy, T. (2002). *Interventions for children with or at risk for emotional and behavioral disorders*. Boston, MA: Allyn & Bacon.
- Lawson, D.M., McClain, A.L., Matlock-Hetzel, S., Duffy, M., and Urbanovski, R.(1997). School families: Implementation and evaluation of a middle school prevention program. Journal of Counseling and Development, 76, 82-89.
- McLaughlin, M. (1990). Developing and implementing a developmental guidance program in a small, one-counselor elementary school. The School Counselor, 37.

- Meier, S. & Davis, S. ((2005). *The elements of counseling (5th Ed.)*. Belmont, CA: Thomson Publishers.
- Morganett, R. S. (1990). Skills for Living: Group Counseling Activities for Young Adolescents. Champaign, IL: Research Press.
- Myrick, R.D. (1987). Developmental Guidance and Counseling: A Practical Approach. Minneapolis, MN: Educational Media Corporation.
- Myrick, R.D. (1989). Developmental guidance: Practical Considerations. Elementary School Counseling and Guidance, 24, 14-20.
- NYSSCA. (1993). New York State Comprehensive Developmental School Counseling Model.
- Payne, R. (1998). *A framework for understanding poverty*. Highlands, TX: RFT Publishing Co.
- Ramer, B. (1990). Are counselors necessary? The New York Counselor, 4, 1+.
- Schmidt, J. (1999). *Counseling in schools: Essential services and comprehensive programs (3rd Ed.)*. Boston, Mass: Allyn & Bacon.
- Russell-Chapin, L. & Ivey, A. (2004). *Your supervised practicum and internship: Field resources for turning theory into practice*. Belmont, CA: Thomson Publishers.
- Staley, W.L. & Carey, A.L. (1997). The role of school counselors in facilitating a quality twenty-first century workforce. The School Counselor, 44, 377-383.
- Stone, L. & Bradley, F. (1994). *Foundations of elementary and middle school counseling*. White Plains, NY: Longman Publishers.
- Thompson, R. (2002). *School counseling: Best practices for working in the schools*. NY, NY: Brunner-Rutledge.
- Timberlake, E. & Cutler, M. (2001). *Developmental play therapy in clinical social work*. Boston, MA: Allyn & Bacon.
- Vernon, A. (1999). *Counseling children and adolescents (2nd Ed.)*. Denver, Colorado: Love Publishing Company.
- Vernon, A. (1989). *Thinking, feeling, behaving: An emotional education curriculum for children, grade 1-6/adolescents*. Champaign, Illinois: Research Press.
- Welfel, E. & Patterson, L. (2005). *The counseling process: A multitheoretical integrative approach*. Belmont, CA: Thomson Publishers.
- Whiston, S.C. & Sexton, T.L. (1998). A review of school counseling outcome research. Journal of Counseling and Development, 76, 412-426.
- Zwiers, M. & Morrisette, M. (1999). *Effective interviewing of children: A comprehensive guide for counselors and human service workers*. PA: Accelerated Development.

<i>Conceptual Framework Outcomes</i>
K1. Candidate uses content knowledge and strategies for short- and long-term planning activities appropriate to the professional discipline.
K2. Candidate considers learner or client and environmental characteristics when planning activities.
K3. Candidate uses research and evaluation findings to guide critical thinking when working with learners and clients.
S1. Candidate communicates effectively in speech and writing with students or clients, administrators, parents, and other stakeholders in the educational process.
S2. Candidate uses technology appropriately and effectively for professional work (communication, collaboration, and production).
S3. Candidate uses appropriate assessment tools and techniques to inform practice.
D1. Candidate uses reflection to improve professional practice.
D2. Candidate demonstrates professionalism in interactions, appearance, and behaviors.
D3. Candidate is receptive to feedback.
D4. Candidate works as an active part of a learning community.
D5. Candidate demonstrates respect for the dignity and worth of individuals.
D6. Candidate creates effective learning environments that recognize commonalities while affirming diversity in all its forms.

Appendix

I. KSD's

