

"Reflective Professionals Building Learning Communities"

COURSE TITLE

COUN 442 Practicum I: Group Supervision in School Counseling

INSTRUCTOR INFORMATION

name
office and phone
e-mail

COURSE DESCRIPTION

This course focuses on the integration of counseling skills and conceptual frameworks to create strategies to assist children in the areas of personal, social, educational and career development. This course contributes to the counseling proficiency component of the program. Required of all students enrolled in the School Counseling Sequence.

PREREQUISITES

Candidacy and COUN 401-406, 409, 410, and 430

RECOMMENDED TEXT

Remley, T., Herman, M., & Huey, W.C. (2003). *Ethical and legal issues in school counseling* (2nd ed.). Alexandria, VA: American Counseling Association.

MODE OF INSTRUCTION

Experiential, lecture, discussion, video, case consultation and supervision

COURSE OBJECTIVES

The objectives of this course support the College of Education/NCATE Performance Standards #9 Assessment, #10 Professional Development, and #14 Leadership. The objectives also support relevant Cacrep standards and are designed to help students to

1. develop skills in counseling and consulting with students in P-12 school settings;
2. develop skills in group work with students in P-12 school settings;
3. receive professional supervision, both from the University supervisor and the site supervisor;
4. undergo a formal evaluation of the practicum experience; and
5. acquire knowledge of ethical and legal issues in school counseling based on standards of the American School Counselor Association and ACA.

STUDENT REQUIREMENTS

All students will fulfill these requirements:

1. provide 40 hours of direct service with clients, including experience in individual counseling and group work;
2. provide 60 hours of indirect service with students, teachers, and parents;
3. attend an average of one hour per week of individual and/or triadic supervision with the instructor of the course;
4. attend all three hour seminars and be prepared to present cases for supervision and consultation
5. Receive one hour of supervision by the site supervisor and two evaluations during the semester.
6. Receive evaluation of the student's performance throughout the practicum by the university instructor and one final evaluation.
7. present cases for consultation and supervision during class time;
8. write three reflection papers on readings from the text; and
9. present a written case study and class presentation of a student client focusing on academic, career, and personal/social issues.

STUDENT EVALUATION

The interpersonal and professional behavior of students will be evaluated in supervisory sessions and seminars. Students are expected to

1. be self initiating;
2. be introspective, open, and receptive to feedback;
3. be flexible in making appropriate changes in response to feedback;
4. be aware of and demonstrate behavior consistent with the ethical standards of ACA and ASCA;
5. maintain acceptable written records and reports of practicum activities;
6. Each student will submit a final site supervisor evaluation of the student's practicum experience.
7. Each student will write the case study and make the class presentation.
8. Each student will write 3 reflection papers.
9. Each student will submit a minimum of 3 tapes or transcripts of counseling sessions.
10. Each student will attend all scheduled supervision sessions with the University and the site supervisor.

GRADING POLICY

Grades will be determined on the basis of

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|----|---|-------|
| 1. | attendance and participation in seminar classes | (10%) |
| 2. | evaluation form submitted by site supervisor | (40%) |
| 3. | Reflection papers | (10%) |
| 4. | case study assignment | (40%) |

Note: Students may not take Internship I unless they earn a grade of A or B in Practicum.

INFORMED CONSENT

In compliance with the American Counseling Association's Code of Ethics regarding counselor training, and because the Department of Counselor Education at Northeastern Illinois University is a clinical training program as well as a graduate degree program, admission to this department indicates that an admitted student agrees to self-disclosure of personal information in papers, journals, discussions and other assignments for the purposes of self-reflection and awareness and improvement of interpersonal skills.

ASSESSMENT OF LEARNING (FEEDBACK LOOP)

Assessment of learning begins in the initial class session and is on-going throughout the course. Data from the specific assessment tools will be analyzed and the results used to improve instruction and facilitate increased student learning. This feedback may be used to make adjustments in the course as it progresses and to implement future changes.

STUDENT ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the University provides reasonable accommodations for both employees and students with disabilities. Students seeking reasonable accommodations in the classroom should contact the Accessibility Center/HELP Office, A-118 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499). The University policy on services for students with disabilities may be found at <http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf> Students should feel free to meet with the instructor at any time to discuss any reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course.

STUDENT RESPONSIBILITIES

Students are expected to attend all class sessions, read assigned materials, participate in class discussions, submit a written case study, and engage in supervision of counseling activities. Excessive class absences (2 or more) will compromise the student's ability to earn a satisfactory grade in the course.

Schedule for Individual or triadic supervision meetings with University Supervisor

- Every student needs to have ____ meetings with the instructor during the Fall semester
- Students are to come prepared with tapes, case concerns, etc. for the supervisory meetings with the instructor. The tape needs to be cued to what the student wishes the supervisor to hear. Both clients and counselors need to be **audible**.
- In agreement with your colleague, you can switch dates and times. It is the students' responsibility to ensure that the time is filled.

Week 1 **Week 2**

4

5

4

6

5

Week 3

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Week 4 **Week 5**

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Week 6 **Week 7**

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Week 8 **Week 9**

4	4
5	5

Week 10 **Week 11**

4
5

Week 12 **Week 13**

4	4
5	5

Week 14 **Week 15**

4	4
5	5
6	

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Appendix: Table of Standards

The course objectives for Coun 442 Practicum I: Group Supervision in School Counseling are designed to support the College of Education/NCATE Performance Outcomes, Illinois State Board of Education standards, and relevant CACREP standards.

1. develop skills in counseling and consultation with students in P-12 school settings.
 - COE standard #10: Professional Development
 - CACREP II K 2, c; II K 5 a,b,c,d,e,f,g; 7 f,g
 - CACREP III.G.1
 - CACREP School Counseling D
 - ISBE #6 Responsive Service: Individual Counseling

2. develop skills in group work with students in P-12 school settings.
 - COE standard #10 Professional Development
 - CACREP II K 6 d, e,
 - CACREP III.G.1
 - CACREP School Counseling D
 - ISBE #7 Responsive Service: Group Counseling

3. receive professional supervision, both from the University supervisor and the site supervisor;
 - COE standard #10 Professional Development
 - CACREP III.G.2, III.G.3
 - CACREP School Counseling D
 - ISBE #9 Consultation; #22 Practicum

4. undergo a formal evaluation of the practicum experience;
 - COE standard #9 Assessment
 - CACREP III.G.4
 - CACREP School Counseling D
 - ISBE #20 Social and Cultural Diversity

5. demonstrate knowledge of ethical and legal issues in school counseling based on standards of the American School Counselor Association.
 - COE standard #14 Leadership
 - CACREP II.K.1.h
 - CACREP School Counseling A 6, 10 and D
 - ISBE #21 Ethical Concerns and Legal Matters