COUN 620 Practicum

Instructors
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Course Description
Practicum in Counseling is a two-semester, 100-hour clinical experience that offers students introductory exposure to and supervised practice in the broad scope of activities engaged in by counselors. During the first semester, students develop basic counseling skills, examine attitudes, values, and beliefs which enhance the helping process, acclimate to their practicum sites, and provide counseling services to a small caseload of clients. During the second semester, students will continue to work with clients and hone their basic counseling and case conceptualization skills developed in COUN 620. Weekly supervision is provided by site supervisors and program faculty. Students present and review recordings and give and receive feedback on counseling skills. Successful completion of COUN 620 AND 621 is required in order to advance to internship placements. In progress and pass/fail grading.

Course Objectives
At the end of the course, students should be able to

- Apply ethical decision-making models to complex therapeutic situations
- Demonstrate and apply counseling skills including basic listening skills and responses, goal setting, treatment planning, self-evaluation, and self-care
- Demonstrate the ability to effectively form and maintain therapeutic alliances
- Engage in effective provide and receiving of feedback to improve counseling skills
- Articulate their current personal model of counseling
- Explain current uses of and issues related to technology and counseling
- Articulate and apply suicide prevention strategies
- Articulate culturally relevant counseling strategies and considerations

Course Relationship to Program Goals
The following program goals are addressed in this course: prepare counselors who are reflective, collaborative, and justice-oriented practitioners, who 1) Engage in multiple contexts to promote the social emotional growth and development of individuals, groups, families, and organizations, 2) Critically and intentionally utilize multiple theories of counseling and human development and multiple sources of evidence to inform and develop their own practice and to promote growth and positive change, and 3) Interrogate their own biases and social location to actively pursue culturally responsive practice and to contribute collaboratively to the ongoing work of equity.
METHODS OF INSTRUCTION

The following methods will be used throughout the course: didactic instruction, video, case studies, role plays, and structured group exercises.

CACREP STANDARDS ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1i.</td>
<td>F1j.</td>
</tr>
<tr>
<td>Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</td>
<td>Technology’s impact on the counseling profession</td>
</tr>
<tr>
<td>F5d.</td>
<td>F5e.</td>
</tr>
<tr>
<td>Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</td>
<td>The impact of technology on the counseling process</td>
</tr>
</tbody>
</table>

COURSE REQUIREMENTS

- Proof of Liability Insurance
- Depending on practicum placement, additional requirements may be needed prior to working with clients/students (fingerprint and background checks, etc.)
- Engagement with clients/students at one or more practicum sites
- Video/audio recordings – students are expected to bring recordings of their work with clients/students on a regular basis throughout the course
- 100 hours minimum practicum experience is required, at least 40 of which must be in direct service activities completed during the overall practicum experience (see below)
- An average of 1 hour/week individual or triadic supervision throughout the term, to be provided by practicum site supervisor
- An average of 1.5 hours/week group supervision throughout the term, to be provided by program faculty or a supervisor under the supervision of a program faculty member

STUDENT EXPECTATIONS

- Practicum requires a high level of personal involvement, accountability, and integrity. Students are expected to come to class fully prepared to participate in class discussions by having completed the required readings or activities before coming to class. Similarly, students are expected to adhere to practicum site-specific requirements and expectations and be professional at all times.
- Students are expected to adhere to both the American Counseling Association and the American School Counselor Association codes of ethics.
- Students are expected to keep any personal information or views shared in class confidential; communicate in a timely manner any questions, concerns, conflicts, or needs to the appropriate supervisor(s); and demonstrate mutual respect and an openness to professional feedback.
LIABILITY INSURANCE
Prior to the start of direct services to clients, students are required to secure and submit verification of liability insurance. ACA and ASCA offer complimentary liability insurance to students as part of their membership benefits. If you do not wish to become a student member of ACA or ASCA, you can purchase liability insurance through HPSO for approximately $38 or you can also choose to purchase separate liability insurance. Currently, if you join ASCA or ACA, liability insurance is included in the premium and therefore you will need to simply supply a copy of your membership and to keep this active throughout the Practicum semester. You must assure that your membership remains active throughout the MEd program.

FINGERPRINTING
Fingerprinting and background checks are required for most practicum placements in K-12 schools. The fingerprinting process can take up to six weeks or so to complete, so it is important to begin the process early in the term in order to be ready to begin when direct services begin mid-term. Fingerprinting fees typically run between $65-100. See Karen Stump (Howarth Hall, 3rd floor) for more information.

VIDEO/AUDIO RECORDINGS
Students are required to provide video or audio recordings of their direct work with their clients. This allows the supervisor to effectively evaluate the quality of the student’s counseling skills and give appropriate feedback. Written permission for recording and sharing must be obtained from the client in advance. Requirements for recording vary; parental permission may be required for minors. Students should come prepared to discuss their assessment of the problem, situation(s), or issue(s), the intervention or interventions they have attempted or plan to attempt, evaluation of progress including modifications to interventions and what aspects of their work they would like to receive feedback on. Recordings may be made of any counseling activity, including individuals, groups, and classrooms.

DEFINITION OF DIRECT AND INDIRECT SERVICE HOURS
Per CACREP, “Direct Service is the supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision.” https://www.cacrep.org/for-programs/program-faqs-2/#FAQ23

Examples of indirect service hours include individual/triadic and group supervision, planning and consultation, report writing and administrative duties, and other activities as approved by instructor.

SUPERVISION
See the Practicum & Internship Manual for a complete description of supervisor requirements, supervision expectations, and required paperwork and forms.
Evaluation of Student Learning

This course is heavily experiential in nature; therefore, your active participation in all aspects of this course is paramount. In addition to our Wednesday classes, this course incorporates several other scheduled activities, including workshops, ongoing individual/triadic supervision, meetings with clients, and journaling. Failure to engage with any of these components to the degree expected may place you in jeopardy of not passing this course.

It is expected that students take responsibility for timely completion of assignments. It is the student's responsibility to ensure that material submitted electronically has been received. If you do not receive confirmation of receipt, please contact the instructor. Practice sessions, small group discussions and general participation are as important as class lectures. They provide valuable professional experience and opportunities to demonstrate awareness of the impact of one’s behavior on others. Regular attendance and on-time arrival ensures optimal participation. The instructor reserves the right to consider these variables when assigning grades.

Exam and Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of overall grade/ points possible</th>
<th>CACREP standards addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Post 1</td>
<td>10</td>
<td>2F5n, 2F1l, 2F1k</td>
</tr>
<tr>
<td>Discussion Post 2</td>
<td>10</td>
<td>2F5h, 2F5i</td>
</tr>
<tr>
<td>Participation and in-class exercises</td>
<td>30</td>
<td>(all course standards)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>(all course standards)</td>
</tr>
<tr>
<td>Reflective paper</td>
<td>30</td>
<td>2F5n, 2F1k</td>
</tr>
</tbody>
</table>

**Discussion Posts:** Two discussion posts are included to provide opportunities for reflection and to demonstrate your ability to synthesize and summarize key concepts within the course. Each discussion post assignment consists of creating one original post and responding to a peer’s post. Posts will be graded based on two areas: Responsiveness and Content Knowledge (see rubric below). Include citations where appropriate; APA formatting is expected for all citations and references. Original posts are due on the dates indicated in the syllabus; responses to peers’ posts are due two days after the original post. For example, if the original post is due on a Monday, the peer responses are due that Wednesday. Original posts should be between 200-400 words; responses to peers’ posts should be substantive and add new learnings or suggestions.

**Participation and In-class Exercises:** Students are expected to be fully engaged in class discussions, written and oral reflections, group activities, and engagement at their internship site. If you must be absent due to illness or other conflict, it is expected that you will notify your instructor and site supervisor in advance of your absence; alternate activities may be assigned for in-person activities missed due to absences. Regular attendance and on-time arrival ensures optimal participation. The above variables will be taken into account when grading.

**Exam:** The exam will cover the didactic material covered during the first part of the course.

**Reflective Paper/Self-Assessment:** This assignment is designed to assist you with synthesizing the overall content and learnings of the course, with an emphasis on reflecting on personal and professional growth over the term. You will share your thoughts on your next steps as you move forward in practicum, the overall M.Ed. program, and toward your own professional goals. More information will be provided during class.
### Grading Rubric for Discussion Posts, Exam, and Reflective Paper/Self-Assessment

<table>
<thead>
<tr>
<th>Area</th>
<th>Standard Met</th>
<th>Standard Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsiveness</strong></td>
<td>The student responded to the question or topic, addressing all prompts and requirements. The student interacted with peers/group members (discussion posts).</td>
<td>The student did not address all prompts and requirements when responding to the question or topic. The student failed to adequately interact with peers/group members (discussion posts).</td>
</tr>
<tr>
<td><strong>Content Knowledge</strong></td>
<td>The student synthesized the information appropriately, adding new thoughts and ideas.</td>
<td>The student failed to show adequate synthesis and reflection of core information, and/or did not adequately add new thoughts and ideas.</td>
</tr>
</tbody>
</table>

### General Writing Rubric

<table>
<thead>
<tr>
<th>Area</th>
<th>Exceeds Standard</th>
<th>Standard Met</th>
<th>Standard Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Writing is well organized with a clear thesis or assertion, extensive supporting evidence and depth of thought.</td>
<td>Writing is well organized with a clear thesis or assertion and supporting evidence. Minor flaws in organization do not interfere with understanding.</td>
<td>There are significant flaws in organization.</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>References to texts or articles are relevant and show expanded research.</td>
<td>Assigned readings are referenced.</td>
<td>Inadequate references.</td>
</tr>
<tr>
<td><strong>APA format</strong></td>
<td>Writing conforms to APA format standards.</td>
<td>Writing generally conforms to APA format standards.</td>
<td>There are major variations from APA format standards.</td>
</tr>
<tr>
<td><strong>Overall Writing Quality</strong></td>
<td>Writing is professional and polished.</td>
<td>Grammatical or other errors are sufficiently infrequent so as not to detract from the overall quality.</td>
<td>Writing is not up to standard for graduate-level work. Errors are frequent and distracting.</td>
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Required Texts


Bibliography (see Canvas for additional course readings)


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UNIVERSITY OF PUGET SOUND STATEMENTS AND POLICIES

University Mission Statement

The University of Puget Sound has a commitment to enduring understandings for student learning which are reflected in the university statement. “The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and co-curricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.”

Classroom Emergency Response Guidance

Please review university emergency preparedness response procedures and a training video posted at www.pugetsound.edu/emergency/. There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor away from doors and windows. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.
Office of Accessibility and Accommodations

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

University Diversity Statement

The university is committed to building a learning community based on a respect and appreciation for all persons.

We Acknowledge

the richness of commonalities and differences we share as a university community.
the intrinsic worth of all who work and study here.
that education is enhanced by investigation of and reflection upon multiple perspectives.

We Aspire

to create respect for and appreciation of all persons as a key characteristic of our campus community.
to increase the diversity of all parts of our University community through commitment to diversity in our recruitment and retention efforts.
to foster a spirit of openness to active engagement among all members of our campus community.

We Act

to achieve an environment that welcomes and supports diversity.
to ensure full educational opportunity for all who teach and learn here.
to prepare effectively citizen-leaders for a pluralistic world.

Names and Pronouns

I want to call you by what you consider your name, no matter what the official roster might tell me. Similarly, I want to use pronouns appropriate to your gender. Please inform me if you want me to refer to you differently than the official record.

Student Bereavement Policy

Upon approval from the Dean of Students’ Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the Academic Handbook.

Copyright and Fair Use

Course materials are for educational purposes only and limited to students enrolled in the course. They are protected by copyright law and may not be copied, downloaded, stored, transmitted, shared or changed in any way.
Academic Integrity

The University of Puget Sound is a community of faculty, students, and staff engaged in the exchange of ideas contributing to intellectual growth and development. Essential to the mission of the academic community is a shared commitment to scholarly values, intellectual integrity, and respect for the ideas and work of others. At Puget Sound, we share an assumption of academic integrity at all levels. Please review the University’s Academic Integrity Policy at http://www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academic-integrity/.
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Readings/Assignments</th>
<th>CACREP Standards</th>
</tr>
</thead>
</table>
| Week 1 | 9/4                                                                      | • Intro to Practicum  
• Basics of supervision                                                                        | F.1.m            |
| Week 2 | 9/11                                                                    | • Ethical Standards  
• Developing a personal model of counseling  
• Confidentiality  
• Verbal and nonverbal communication                                             | F.1.i  
F.5.n            |
| Week 3 | 9/18                                                                    | • Strategies for personal and professional self-evaluation and implications for practice  
• Developing effective therapeutic relationships  
• Essential interviewing and counseling skills  
• Self-care strategies                                                                | See Canvas  
F.1.k  
F.1.l            |
| Week 4 | 9/25                                                                    | • Developmentally relevant counseling treatment and intervention  
• Use of technology in counseling  
• Essential interviewing and counseling skills                                  | Due: Discussion Post 1  
F.5.h  
F.1.j  
F.5.e  
F.5.n  
F.1.l  
F.1.k            |
| Week 5 | 10/2                                                                    | • Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships  
• Essential interviewing, counseling, and case conceptualization skills          | See Canvas  
F.5.d            |
| Week 6 | 10/9                                                                    | • Crisis response and suicide prevention strategies  
• Confrontation skills                                                            | See Canvas  
F.5.1            |
| Week 7 | 10/16                                                                   | • Supervision – Case reviews or role plays                                             | Exam  
Due: Proof of Liability Insurance  
(all for the course) |
| Week 8 | 10/23                                                                   | • Supervision – Case reviews or role plays                                              |                  |
| Week 9 | 10/30                                                                   | • Supervision – Case reviews or role plays                                              |                  |
| Week 10| 11/6                                                                    | • Supervision – Case reviews or role plays                                              |                  |
| Week 11| 11/13                                                                   | • Supervision – Case reviews or role plays                                              | Due: Discussion Post 2  
F.5.h  
F.5.1            |
| Week 12| 11/20                                                                   | • Supervision – Case reviews or role plays                                              |                  |
| Week 13| 11/27                                                                   | • NO CLASS- travel day  
(Thanksgiving Holiday)                                                            |                  |
| Week 14| 12/4                                                                    | • Supervision – Case reviews or role plays                                              |                  |
| Week 15| 12/11                                                                   | • Supervision – Case reviews or role plays                                              | Due: Reflective Paper assignment  
(all for the course) |