The College of Education's Conceptual Framework
Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program Mission
To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

COURSE INFORMATION
COUN 5540 School Counseling Prac
4 Credits
Building Room LOY 203
Mondays 4pm to 8pm

INSTRUCTOR
Mary Amanda Graham
Loyola
Office Hours (by appointment)
Phone 253-820-9709

REQUIRED TEXTS AND/OR READINGS
TEXT and MATERIALS
Required Text: Expressive Arts Interventions for School Counselors Deggs-White & Colon
9780826129970

Required Materials: All practicum paperwork and log

CONTENT AREAS

COURSE DESCRIPTION
Graduate Bulletin Description
Supervised counseling experience in a school setting. Closed to non-matriculated students. Graded CR/F. Fingerprinting/Background check, required. Prerequisite: COUN 5510 and Practicum Agreement.

Course Purpose(s)/Goal(s)

1. CACREP Standards
2. SOCIAL AND CULTURAL DIVERSITY
   a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
   c. multicultural counseling competencies
   f. help-seeking behaviors of diverse clients

5. COUNSELING AND HELPING RELATIONSHIPS
d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

g. essential interviewing, counseling, and case conceptualization skills

h. developmentally relevant counseling treatment or intervention plans

j. evidence-based counseling strategies and techniques for prevention and intervention

8. RESEARCH AND PROGRAM EVALUATION

b. identification of evidence-based counseling practices
e. evaluation of counseling interventions and programs

SEC. 3: PROFESSIONAL PRACTICE

PRACTICUM

f. 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.
g. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
h. 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.
i. 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.

SEC. 5: SCHOOL COUNSELING

3. PRACTICE

d. interventions to promote academic development

f. techniques of personal/social counseling in school settings

g. strategies to facilitate school and postsecondary transitions
2. Washington Administrative Code WAC 246-811-030
   Chemical Dependency Professional
   - 2 (g) HIV/AIDS brief risk intervention for the chemically dependent;

**KNOWLEDGE AND SKILLS OUTCOMES**

**COURSE OBJECTIVES**

- By the end of quarter student will have knowledge and/or

  - *Students will apply culturally appropriate counseling skills to work with diverse populations.*

- Adhere to the American Counseling Association’s (ACA) Ethical Codes and/or the American School Counselor Association’s (ASCA) Ethical Standards for School Counselors as a framework for professional decision-making.

- Demonstrate culturally appropriate counseling interventions when working with diverse clients.

- Demonstrates appropriate interviewing and counseling skills.

- Is able to appropriately select and demonstrate use of counseling theories with clients.

- Counsel individual students and small groups of students using appropriate theories and techniques with respect to each diverse learner.

- Complete a minimum of 100 clock hours of supervised practicum experience, 40 of which are direct counseling (a **minimum of 20 of the 40 hours** of direct counseling must be individual counseling sessions);

- Attend weekly group supervision (average of 1.5 hours per week) and individual supervision (average of 1 hour per week)
COURSE INSTRUCTIONAL METHODS

This course is designed to include students with a variety of learning styles. The instructional methods in this class will include and integrate kinesthetic, audio and visual learning activities throughout the curriculum.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Grading:
This is a credit or no credit class. In order to receive credit for this class you must successfully complete all of the following:

- Attendance and participation in the practicum class - ATTENDANCE IS REQUIRED
- Attendance and participation in individual supervision
- Completion of 100 hours of practicum: the student must have successfully completed 40 hours of direct client contact (20 of these hours must be individual counseling sessions).
- Completion (on-time) of presentations of videotapes, case consultations, case notes, logs and other required assignments
- Satisfactory evaluation in all clinical competencies (on Canvas)

The course instructor determines final evaluation of counseling skills, with input from the individual faculty supervisor and site supervisor. The student will also have the opportunity to evaluate the site and their supervision experience. These evaluations are due by the end of the quarter.

Assignments: All assignments are due at the beginning of class on the due date.

Skill Building and Learning Activities: The skill building component of this course will be comprised of role-play exercises, individual counseling sessions with clients, peer observation of counseling sessions, and supervision from the instructor. These experiences will contribute to a direct understanding of the individual counseling process and to the development of individual counseling skills.

- Role Play Experiences: Throughout this course, you may engage in a variety of didactic and experiential activities designed to develop individual counseling skills.
- Individual Counseling Sessions: A minimum of 5 recorded counseling sessions are required (more sessions are recommended to further develop skills). Authorized permission (using the Seattle University consent form #8) must be obtained from clients and their guardians prior to recording.
- Hours: students must complete a minimum of a 100-hour practicum experience: 40 of these hours must be direct contact hours (20 of the 40 hours must be individual counseling)
sessions). The following are examples of direct contact hours: individual counseling, group counseling, facilitating classroom guidance lessons, family consultation and counseling. Observation of counseling activities does not count toward the 40 direct hours. Failure to complete your hours will result in an incomplete or failing grade. Weekly logs will be turned in at the beginning of each class (forms available on CANVAS). Quarterly logs will be due at the end of the term, signed by the student, site supervisor, and faculty instructor.

- **Supervision:** Practicum students are to receive a **minimum** of 10 individual supervision hours and 15 hours of group supervision as a part of their 100 hours of practicum. Individual supervision is to occur a minimum of one hour per week during practicum with your site supervisor. Students are required to review tapes or have live supervision with the site supervisor a minimum of twice as a part of the weekly supervision. These tapes are to demonstrate your clinical skills in counseling. At **any** time a university faculty may require students to come to additional supervision and may require additional clinical tapes. Students who do not present clinical counseling tapes in class and with the faculty supervisor that demonstrate their counseling skills and competencies **will not pass the course**. The Clinical Competencies rubric will be used to rate your skill level at the end of the quarter. You are to present your individual supervisor with tapes **other than the ones** you present during class. The purpose of supervision is to maximize the development of skills based on feedback from others. Each time any supervision occurs, you will be expected to come to class or your individual meeting with your recording cued and assigned form(s) completed. Each student will present **two tapes** in class and **one additional** tape to the faculty instructor outside of class a total of three adequate tapes are required. Feedback from the individual supervisor, site supervisor and/or group supervisor will be taken into consideration in the determination if the student passes the course. Below is a breakdown:

- Class Recording Presentations: 2
- Outside of Class Supervision Recording: 1
- Onsite Live Supervision or Two Tapes: 2

**Total of 5 Clinical Recordings REQUIRED**

- **Video Tape Presentations:** You will present two a counseling sessions/recording. This is Use the “**Videotape Presentation**” form for this assignment. Print or email copies for the class instructor and your classmates. This is an opportunity to present relevant issues and seek feedback from peers and instructor.
- **Expressive Arts Assignment:** You are to select one activity from the course text to integrate into your counseling with students. More info TBA.
- **Practicum Logs:** A weekly and quarterly practicum log must be maintained that documents your counseling hours as well as your hours of supervision. The weekly practicum and quarterly practicum logs are available on CANVAS. The quarterly practicum log needs to be signed by you, your site supervisor and group supervisor and turned in before a grade can be posted at the end of the term. **Email your instructor weekly with an hour break-down.**
Evaluation: In order to pass the class you will be evaluated by the course instructor and site supervisor. You will also have an opportunity to evaluate the site. All three evaluations are required. Evaluations that are below competency may cause the student to fail the course.

C. Course Expectations:

• Clearance: Students are not permitted to begin practicum, including class, until they have completed and turned in all of the required paperwork and cleared by Chris Phiah to begin the fieldwork experience. Students may begin their practicum the first week of SU’s spring term. The practicum ends the last Friday of finals week at SU.

• Assignments: all assignments must be submitted on time. Late assignments will not be accepted and will impact course grading.

• Attendance: Due to the experiential nature of this course. Attendance is required. Attendance means arriving for class on time, staying for the duration of the class, and remaining focused on the class for the duration of the class meeting. Graduate students are training to be professional counselors. As such, they demonstrate to the department faculty their professionalism and ability to attend to career responsibilities and client concerns in a variety of ways, including through their participation and attendance in class meetings. Through participation and attendance faculty evaluate the readiness and preparedness of each student to enter the profession.

• Class Participation: Participation means preparing for class by reading required texts/materials, being engaged, and contributing to class discussions with informed and relevant comments/questions, and participating in class activities.

• Readings: The assigned readings provide the foundation for the practical experiences of the class. It is expected that all readings be completed prior to class in order to maximize class discussions.

• Liability Insurance: All students are provided liability insurance through Seattle University. Students are also encouraged to join ASCA for additional liability insurance of up to 1 million dollars.

• Ethical Guidelines for Counseling Supervisors: The Association for Counselor Education and Supervision in March of 1993 adopted the Ethical Guidelines for Counseling Supervisors (http://www.siu.edu/~epse1/aces/documents/ethicsnoframe.htm). This syllabus is designed to keep with the standards set forth by the association.

• Ethical Guidelines: All students are required to adhere to the ethical guidelines of the American Counseling Association’s (ACA) Code of Ethics and the American School Counselor Association’s (ASCA) Ethical Standards for School Counselors.
• **Updates:** Please keep the instructor, your university supervisor and practicum supervisor informed of any noteworthy client issues (e.g. no shows, suicide, etc.) and any behavior/topic that causes questions or concerns regarding the client’s mental health.

**Note:** Students should be aware that in this class, the class instructor serves multiple roles, including that of educator, supervisor and gatekeeper. Students should consult the 2005 ACA Code of Ethics to fully understand the complexity of these roles and the implications for participation in this class.

**Clinical Assessment III Summative Assignment**

The Clinical Assessment Summative assignment is used to determine student clinical knowledge and skills in the Counseling and Helping Relationships CACREP core and specialty areas. Student acquisition of clinical knowledge and skills are evaluated in the following clinical courses: COUN 5100 (Fundamental Counseling Skills), COUN 5510 (Counseling Lab), COUN 5540/5640 (SC and CMHC Practicum), and COUN 5550/5650 (SC and CMHC Internship) Students who fail a summative assignment (receive a rating scale of 2 or below) are required to meet with the issuing faculty. Such students are either placed on a developmental plan or dismissed from the program.

**Evaluation Process**

The professor will complete the following rubric to assess student counseling and helping knowledge and skills. Points correspond to the rating scale.

<table>
<thead>
<tr>
<th>Points</th>
<th>Overall Rating</th>
<th>Rating Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>173-192</td>
<td>Mastery</td>
<td>4</td>
<td>Able to perform at a high level without supervision on a consistent basis</td>
</tr>
<tr>
<td>154-172</td>
<td>Proficient</td>
<td>3</td>
<td>Able to perform without supervision on a consistent basis</td>
</tr>
<tr>
<td>133-153</td>
<td>Developing</td>
<td>2</td>
<td>Able to perform with supervision on a consistent basis</td>
</tr>
</tbody>
</table>
Clinical Competency Skills

<table>
<thead>
<tr>
<th>Skill Areas</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Procedural</strong></td>
<td></td>
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<tr>
<td>Opens session smoothly</td>
<td></td>
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<tr>
<td>Provides informed consent</td>
<td></td>
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<tr>
<td>Identifies important concerns in the session</td>
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<tr>
<td>Identifies risk issues and reports to supervisor</td>
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<tr>
<td>Follows policy and procedures of an educational or agency setting</td>
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<tr>
<td>Ability to end session smoothly</td>
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<tr>
<td>Provides appropriate referrals when necessary</td>
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<tr>
<td>Appropriately integrates the client’s cultural background into the session</td>
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<tr>
<td><strong>Attending Behavior</strong></td>
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<tr>
<td>Counselor demonstrates interest in client</td>
<td></td>
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<tr>
<td>Ability to establish a rhythm and pace compatible with the client</td>
<td></td>
</tr>
<tr>
<td>Ability to establish a rhythm and pace compatible with the client</td>
<td></td>
</tr>
<tr>
<td>Counselor is able to manage silence appropriately</td>
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<tr>
<td><strong>Listening Responses</strong></td>
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<tr>
<td>Clarification</td>
<td></td>
</tr>
<tr>
<td>Paraphrase</td>
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<tr>
<td>Reflection of feeling (empathy)</td>
<td></td>
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<tr>
<td>Summarization</td>
<td></td>
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<tr>
<td>Influencing Responses</td>
<td>Open Question</td>
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<td>--------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>Closed Question</td>
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<tr>
<td></td>
<td>Interpretation (Advanced Empathy)</td>
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<td></td>
<td>Information Giving</td>
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<td>Immediacy</td>
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<td></td>
<td>Self-disclosure</td>
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<td></td>
<td>Confrontation/ Perception Check/ Challenging Statement</td>
</tr>
</tbody>
</table>

| Counselor and Client Relationship                | Ability to mix and balance responses in session                               |
|                                                  | Demonstrates patience with client                                             |
|                                                  | Establishes a collaborative working relationship with client                  |
|                                                  | Ability to set goals with client and move toward action in problem solving    |
|                                                  | Ability to facilitate decision making                                          |
|                                                  | Ability to evaluate counselor-client relationship                              |

| Ethical Awareness and Conduct                    | Demonstrates knowledge of general ethical principles                          |
|                                                  | Demonstrates awareness and sensitivity to ethical issues                      |
|                                                  | Demonstrates consistent ethical personal behavior                             |
|                                                  | Consults with supervisor about ethical issues if needed                       |

| Response to Supervision                          | Prepared for supervision meetings                                            |
|                                                  | Receptive to feedback from supervisor/colleagues                              |
|                                                  | Understands information communicated in supervision                           |
|                                                  | Successfully implements suggestions from supervisor                          |
|                                                  | Aware of areas that need improvement                                          |
|                                                  | Willingness to explore personal strengths and weaknesses                      |
**Interaction with Colleagues**

- Appears comfortable interacting with colleagues
- Communicates effectively with colleagues
- Builds rapport and respect with colleagues
- Is sensitive and responsive to colleagues needs
- Communicates effectively with colleagues
- Builds rapport and respect with colleagues
- Is sensitive and responsive to colleagues needs
- Is sensitive to cultural differences
- Is sensitive to gender differences

**Total Score**

**Depending on the quality of counseling skills demonstrated, professor may require the counseling intern to submit additional recordings.**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>CACREP Standard (Topics)</th>
<th>Readings and Assignments</th>
<th>CACREP Standard (Readings and Assignments)</th>
<th>Evaluation Method</th>
</tr>
</thead>
</table>
| Class #1 3/27 | Course Overview  
Course Expectations and Assignments  
Code of Ethics  
Confidentiality  
Issues in School Counseling | K.1h  
K.2c  
K.5a, b,g | Review of basic counseling skills material | K.1h  
K.2c  
K.5a,b,g | Group Participation |
| Class #2 4/3  | Supervision                                                 | K.1h  
K.2c  
K.5a, b,g | Video Presentations                                  | K.1h  
K.2c  
K.5a,b,g | Clinical Assessment |
| Class #3 4/10 | Supervision                                                | G.1-4  
K.1h  
K.2c  
K.5a, b,g | Video Presentations                                  | G.1-4  
K.1h  
K.2c  
K.5a,b,g | Clinical Assessment |
| Class #4 4/24 | Supervision                                                | G.1-4  
K.1h  
K.2c  
K.5a, b,g | Video Presentation                                    |                                                                 | Clinical Assessment |
| Class #5 5/1 | Supervision                                                | G.1-4  
K.1h  
K.2c  
K.5a, b,g | Video Presentations  
Expressive Arts Assignment Due | G.1-4  
K.1h  
K.2c  
K.5a,b,g | Clinical Assessment  
Written Assessment |
| Class #6 5/8 | Supervision                                                | G.1-4  
K.1h  
K.2c  
K.5a, b,g | Video Presentations                                  | G.1-4  
K.1h  
K.2c  
K.5a,b,g | Clinical Assessment |
| Class #7 5/15 | Supervision                                                | G.1-4  
K.1h | Video Presentation                                  | G.1-4  
K.1h  
K.2c | Clinical Assessment |
Grading Scale: A B or better is required to pass the course

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Score Range</th>
<th>Grade</th>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>80-83</td>
<td>B-</td>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
<td>77-79</td>
<td>C+</td>
<td>64-66</td>
<td>D</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>74-76</td>
<td>C</td>
<td>60-63</td>
<td>D-</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
<td>70-73</td>
<td>C-</td>
<td>0-59</td>
<td>F</td>
</tr>
</tbody>
</table>

NOTICE to STUDENTS concerning TWO Important Student Academic Resources (Required in all syllabi):

Lemieux Library and McGoldrick Learning Commons (including such resources as: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab) can be accessed on the internet at:

http://www.seattleu.edu/learningcommons

Academic Integrity Tutorial: accessible both on ANGEL and on SUONLINE in the Student Menu using the following hotlink: Academic Integrity Tutorial which contains the URL:

<https://www.seattleu.edu/academicintegrity>

DISABILITY ACCOMMODATION POLICY AND PROCEDURE STATEMENT
NOTICE to STUDENTS concerning DISABILITIES (Required in all Syllabi)

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University’s ACADEMIC INTEGRITY POLICY which includes the issue of plagiarism (Required in all Syllabi)

The Academic Integrity policy and procedures (academic honesty) of the university define what the university considers academic dishonesty, what penalties can be imposed for violations of academic integrity, and the appeal process if a student is found to have violated academic integrity.

The Academic Integrity policy and procedures can be downloaded at the following URL:

https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679

Academic Grading Grievance - Procedure for Challenging Course Grades (REQUIRED in all syllabi)

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.

The academic grading grievance policy and procedure document can downloaded using the following URL:

https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78678

Professional Conduct Policy (REQUIRED in all syllabi)

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.
The Professional Conduct policy can be downloaded at the following URL:

https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78690

WASHINGTON ADMINISTRATIVE CODE and/or PROFESSIONAL STANDARDS (REQUIRED, if in a Wa state certification or endorsement program)
Include the text of WACs/Professional Standards or a Reference to a separate document which is/has been handed out and contains the text of the applicable WACs/Professional Standards.