**CNS 738: School Counseling Practicum**

**Wake Forest University**

**Department of Counseling**

**Spring 2024**

**University Supervisor:** Kenneth W. Simington, Ph.D., NCC

**Day & Time:** Tuesdays, 12:30-2:00 pm

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**Course Content**

The practicum is a highly individualized learning experience that provides opportunities for growth in skills, knowledge, and personal development. In Practicum, you will be provided the opportunity to increase understanding of yourself and your impact on others as well as augment your understanding of your setting (school or community/mental health). Practicum meetings will be composed of various experiences to be determined by the needs, abilities, and concerns of the group members and supervisor. Activities will be designed to facilitate growth in specific counseling skills, case conceptualization skills, self-awareness, and professional identity development.

**Examples of Activities Include:**

* Role playing
* Case presentations
* Recordings and practice critique
* Group interaction
* Skill development exercises
* Peer consultation, including giving and receiving feedback
* Selected assigned readings about current issues and challenges
* Self-assessment

**Practicum Overview**

The expectations for this course are described in the Clinical Experience Manual that is available online [**http://counseling.graduate.wfu.edu/forms/student-forms-information/**](http://counseling.graduate.wfu.edu/forms/student-forms-information/)

The Counseling Practicum is a pre-internship experience designed to help students further develop their individual counseling and group work skills under careful supervision. The Practicum includes a minimum of 185 total hours, with at least 150 hours of field experience in a community/mental health or school setting plus at least 35 hours of individual/triadic and group supervision by University faculty. The 185 hours break down as follows:

* **150 hours** of work in a school or community setting over a period of one semester (an average of 12-15 hours per week for 14 weeks). These hours should include the following activities (4.U):
  + A minimum of 50 hours of direct client contact (4.V).
  + A minimum of 7 hours of supervision by the site supervisor, conducted weekly, across the semester. (Approximately 30 minutes per week) (4.W).
* **35 hours** of university supervision that include:
  + 14 hours of individual or paired supervision by a university supervisor
  + 21 hours of group supervision (1.5 hours per week) by a university supervisor (4.X).
* Direct and indirect hours at your site suggest a time-based requirement, but merely completing these hours will not meet the expectations for this course; counseling students must develop clinically, professionally, and personally in order to fulfill the requirements for this course (4.U).

### **Learning Objectives**

From Section 4 of CACREP’s 2024 standards:

1. Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship. (CACREP 4.B)
2. Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students’ interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types. (CACREP 4.C)
3. Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship. (CACREP 4.F.)
4. Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship. (CACREP 4.D)
5. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group. (CACREP 4.E)
6. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
7. 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.
8. 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

**Assignments/expectations are linked to the above CACREP Standards and are designated by the corresponding number and letter (e.g., 4.B)**

**Student Learning Outcomes / Key Performance Indicators**

There are two signature assignments for this course, the Mid-term and Final evaluations. These assignments are submitted in Anthology Portfolio, an e-Portfolio data storage and data management program. The Mid-term and Final evaluation assignments will be used for course grade calculations (using the grading rubric), program evaluation reporting, and student learning outcomes (SLO) / key performance indicator (KPI) monitoring. For program evaluation reporting and SLO/KPI monitoring, we use a CACREP rubric that measures student learning on a scale from 1 (harmful) to 5 (exceeds expectations).

The student learning outcomes on which you will be evaluated for the Mid-term and Final evaluations are: I.a: Students demonstrate knowledge and skills associated with professional, ethical, and legal counseling activities; II.a: Students demonstrate knowledge and skills associated with working with culturally diverse populations; IIIa.: Students apply their knowledge of human growth and development to their conceptualization of and work with clients; IV.a.: Students apply their knowledge of career development to their conceptualization of and work with clients; V.a.: Students demonstrate their use of evidence-based counseling strategies and techniques to develop and sustain therapeutic relationships; V.b.: Students demonstrate knowledge and skills associated with their use of counseling theories to form case conceptualizations; VI.a.: Students demonstrate their ability to apply group knowledge and skills to the development and implementation of groups; VIIIa: Students utilize current research and scholarly literature to inform and assess their counseling practice, and X.a.: Students demonstrate knowledge and skills needed to assess, diagnose (when appropriate), form case conceptualizations, and develop treatment plans for diverse client populations.

Based on the 2024 CACREP standards (4A, 4C, 4D, 4E, and 4F), our counseling program is required to report aggregated SLO/KPI ratings, as well as monitor individual student SLO/KPI progress. The expectation is that students, on average and individually, will receive average CACREP rubric ratings of 4 (meets expectations) on each SLO/KPI measure. Student ratings on SLO/KPI measures that fall below a 3 (near expectations) may result in remediation.

The student learning outcomes map can be found on page 9 of the [program evaluation report](https://prod.wp.cdn.aws.wfu.edu/sites/306/2023/07/Program-Evaluation-Report-2023.pdf)*.*

**Expectations per WFU Counseling Department:**

As related to CACREP 2024 Standards 4: D-E

* Analyze policies, schedules, forms, and procedures of professional counseling organizations.
* Conduct yourself as a counseling professional, following an organization’s policies and procedures.
* Conduct yourself based on established professional counseling ethics and related laws.
* Demonstrate ability to implement counseling and consultation skills related to diversity, advocacy, and social justice issues.
* Understand basic counseling and interviewing skills.
* Perform basic counseling and interviewing skills.
* Perform basic skills when counseling, consulting, or collaborating with individuals and groups.
* Complete necessary client-related documentation (e.g., case notes, client or student records).
* Demonstrate ability to respond to crisis situations or personal traumas (e.g., suicidal/homicidal ideation or behavior, abuse, natural disasters).
* Understand the various professional roles performed by counselors.
* Perform in the various roles held by professional counselors.

**School Counseling Students Only**:

* Develop understanding of the ASCA National Model
* Plan classroom or large group guidance lessons.
* Implement classroom or large group guidance lessons.
* Conduct classroom or large group guidance lessons.
* Understand the procedures and processes for assessment, placement, and education of exceptional students.
* Implement the procedures and processes for assessment, placement, and education of exceptional students.

**Methods of Instruction**

Instructional methods in this course include lectures, discussions, case studies, experiential activities related to course content, and other interactive activities.

**Required Texts and Readings:**

Hodges, S. (2019). *The counseling practicum and internship manual: A resource for graduate counseling students* (3rd ed.). New York: Springer Publishing Co.

       ISBN-13: 978-0826143020

        ISBN-10: 0826143024

**Liability Insurance** (4.B)

Obtain professional liability insurance prior to beginning the practicum. You should have already received information about this in orientation.

**Forms/Assignments**:

You can find a table at the end of the syllabus for a comprehensive listing of forms/assignments and due dates.

A schedule for class topics and readings can be found in Canvas.

A template for Professional Disclosure Statements can be found in Canvas.

A template for Learning Goals can be found in Canvas.

**Anthology Portfolio (Chalk and Wire)**

Anthology Portfolio (Chalk and Wire) is used to submit and store your practicum forms/assignments.  Anthology Portfolio (Chalk and Wire), as always, is located inside of Canvas.  You can find a chart indicating the specific form, who submits it and how in Canvas. You will also find a list of helpful How To videos in Canvas.

**Zoom Pro**

You will be using Zoom Pro for this course to record your counseling sessions. Please be sure to enable the record function in Zoom when you have been granted permission. Use the Zoom Pro account issued by the university to maintain your Zoom recordings.

**Recordings** (4.C)

Record **a minimum of three** counseling sessions for review and critique by your university supervisor. It may be possible to submit a small group session recording if there are only 2 to 3 groups members present (you will need signed consent forms for each member).  If submitting one small group session, your other recordings must be individual sessions. Your recordings must be **audible**. **Inaudible** recordings will **not** be accepted, and you will be asked to produce an audible recording. You must use Zoom Pro to record your sessions. You **must** test your device and Zoom to make certain that the audio is **audible.** Per Wake Forest counseling departmental policy, **only** **audio** recordings are allowed. Also, your lead instructor or practitioner instructor may request additional recordings.

Important reminders about recordings:

* Recordings should comply with the host site’s policies.
* Students should ensure that clients have signed proper consent forms, which include the notification that such recordings may be used for educational purposes.
* All recordings should be accompanied by the WFU Recording Review Form. This form can be found in Canvas accompanied by an already completed example.
* A minimum of 3 recordings must also be accompanied by a 15-minute transcription. The transcription template can be found in Canvas. Use of transcription software is not allowed.
* You must give your supervisor adequate time to review your recording. Please submit your recordings for review at least 48 hours prior to individual/triadic supervision sessions. (This does not include Saturday/Sunday.)
* Make at least one **case presentation** to the supervision group. The recording you use for your case presentation counts as one of the minimum three recordings you will submit to your university supervisor for review.  When presenting your case presentation during a supervision group session, you will share your Zoom Pro recording and your Recording Review Form. For the case presentation, you should use one continuous recorded segment approximately 10 minutes long. Students will sign up for presentation dates. A Case Presentation Form can be found in Canvas.

If your site will not/cannot allow recordings, a list of alternatives for Clinical Mental Health and School Counselors can be found in Canvas. (There is a separate document for each).

**Participation** (4. S, T)

Attend and actively participate in all weekly group and individual/paired supervision sessions. One absence in group and one absence in individual/paired supervision are excused absences and will not affect your grade.  Any absences beyond these two excused absences will result in a 10% per absence deduction in your final grade. Continual and/or excessive tardiness also will negatively impact your grade. If you are unable to attend a supervision session, please let me know as soon as possible. You are responsible for resolving any technology issues related to connection through Zoom. Frequent technology issues may prevent you from being permitted to continue in the Practicum course.

**Evaluation of Student: (**4.F**)**

All requirements for and interactions regarding this course are opportunities to demonstrate your professional counseling knowledge and behavior. Grades on your midterm and final evaluations are earned based upon our observations of your clinical and professional competence in multiple areas (see evaluation form for specific domains). You will be evaluated on your clinical skills and professional dispositions as demonstrated in: your attendance (including being on time, in an appropriate setting, and with necessary technology); your session recordings and review forms; your contributions to and engagement in individual and group supervision; your openness to and integration of feedback; your timely completion of all course requirements (including all paperwork and required signatures); your professional, timely, and ethical communication with supervisors, clients, and colleagues; and other professional tasks.

Your university supervisor’s midterm evaluation, which will be informed by your site supervisor’s midterm evaluation, will account for 40% of your final grade. Your university supervisor’s final evaluation, which will be informed by your site supervisor’s final evaluation, will account for 60% of your final grade.

 ·   A: Generally, exceeds expectations

·   A-: Generally meets expectations, exceeds expectations in some areas

·   B+: Generally meets expectations

·   B: Generally meets expectations, near expectations in some areas

B-: Near expectations in multiple areas and/or below expectations or harmful in one or more key areas

·   C+: Generally below expectations, near expectations in some areas

· C: Generally below expectations

·   F: Harmful in one or more key areas, ethical violations, or other serious dispositional concerns; students who earn a grade of F will be reviewed by the WFU Student Progress Review Committee; students who receive an F at midterm may be immediately removed from their sites

*[Note: Numeric values for midterm and final evaluations are as follows: A=96, A-=91, B+=88, B=85, B-=81, C+=78, C=73, F=0]*

*[NOTE: Per Department and University policy, a grade of 82.5 is required in order to receive credit for clinical courses. Students who earn a grade of 82.49 or below will be required to re-take the course.]*

A: 92.5 - 100

A-: 89.5 - 92.49

B+: 86.5 - 89.49

B: 82.5 - 86.49

B-: 79.5 - 82.49

C+: 76.5 - 79.49

C: 69.5 - 76.49

F: 0 - 69.49

**Diversity, Equity, and Inclusion**

Wake Forest University is committed to supporting diversity, equity, and inclusion. The Office of Diversity and Inclusion provides campus resources such as the Intercultural Center, LGBTQ Center, Women’s Center, and more. Locate these on the webpage under Affinity & Support.

To learn more about WFU’s commitment to diversity, equity, inclusion read the Non-Discrimination Statement and policy on Non-Discrimination on the Basis of Disability.

*Pro Humanitate* - As a part of the Wa ke Forest community, the faculty and staff of the Department of Counseling fully embrace the concept of *Pro Humanitate*. In each of our classes (graduate, undergraduate, face-to-face and virtual), we strive to affirm every person and every identity including but not limited to gender identity, affectional orientation, language, national origin, color, race, disability, sex, religion, creed, and ancestry. We embrace the development of critical thinkers that consistently aspire to become culturally responsive and encourage you to challenge your own biases while developing the necessary skills to enter your chosen profession. Further, the faculty and staff will promote the Realizing Inclusion, Diversity, and Equity (R.I.D.E) framework in our teaching, research, supervision and advising. We hope that you will join us along this journey, with a commitment to advocacy and social justice in both your personal and professional lives. *Pro Humanitate*, to better the lives of all humans!

**Disability Accommodation Policy and Procedure:**

Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive. If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center within the first two weeks of the semester at 117 Reynolda Hall, WFU, Winston-Salem, NC, 27109.  Phone: 336-758-5929. Email: [lacenter@wfu.edu](mailto:lacenter@wfu.edu)

**Emergency Contingency Plan**

Disaster Planning/Catastrophic Event Policy: In the event the University calendar is disrupted by disaster or catastrophic event, please continue with the assigned lessons and adhere to the due dates of assignments and discussions. The instructor will be available by email or by phone, unless internet or phone is inaccessible.

**Academic Policies and Honor Code**

Every student is required to practice and adhere to the principle of academic integrity while undertaking studies with Wake Forest University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University does not tolerate academic dishonesty. The graduate faculty at Wake Forest has adopted a formal honor code to provide guidance for student conduct with respect to academic pursuits. Read the [Graduate Student Honor Code](https://prod.wp.cdn.aws.wfu.edu/sites/275/2020/02/Honor-Code-Policy.-1.30.2020.pdf).

Academic dishonesty may be an academic issue or a disciplinary issue, or both, depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or University, or expulsion from the University.

*The list that follows includes examples, although not all-inclusive, of academic dishonesty:*

* Purchase of term papers turned in as one’s own or writing the term paper(s) for another student.
* Submission of same term paper to another class without permission.
* Providing another student answers during an exam.
* Use of notes or book during exam when prohibited.
* Collaboration on homework or take-home exams when instruction called for independent work.
* Providing test question(s) to student(s) in another section of the class.
* Falsifying records or the fabrication of information and/or citation in an academic exercise.
* Violation of computer policies.
* **Plagiarism:** appropriating or passing off as one’s work the writings, ideas, etc. of another, i.e.: copying without giving credit due, forgery, literary theft, and expropriation of some other’s work. Plagiarism also includes electronic information of all types.
* Assisting someone in doing any of the above.

For the complete academic honesty policy and tips to avoid plagiarism, please see your student handbook (see link below).

**Other Academic Policies**

For further information on all academic policies, including the policies for adding and dropping a course, requesting a grade of incomplete, academic probation, termination of enrolment, reinstatement, and student and faculty expectations, see the [Wake Forest Student Handbook](http://college.wfu.edu/counseling/forms/forms-for-current-students/)

**Assignment Summary**

\_\_\_\_\_Time Logs **Weekly submission [January 23-May 7]**

\_\_\_\_\_Consent to Record form (signed copies will be kept on site) **Due BEFORE meeting with client to be recorded**

 \_\_\_\_\_Ethical Guidelines for Internship and Practicum Students form **Due Week 4[February13]**

\_\_\_\_\_Learning Goals **Due Week 4 [February 13]**

\_\_\_\_\_Site Supervisor-Student Recording Agreement form **Due Week 4 [February 13] – OR – PRIOR to meeting with and recording client**

\_\_\_\_\_Professional Disclosure Statement **Due Week 4 [February 13]**

\_\_\_\_\_Learning Experience form **Due Week 4 [February 13]**

\_\_\_\_\_**Minimum of 3** recordings with Recording Review forms & transcripts (Due at least 48 hours prior to supervision) **1st recording Due Week 6 [February 27]; final recording Due Week 14 [April 23]**

                        \_\_\_\_\_\_\_\_ Tape 1        \_\_\_\_\_\_\_\_ Tape 2        \_\_\_\_\_\_\_\_ Tape 3

\_\_\_\_\_Midterm Evaluation Form from Site Supervisor **Due Week 7 [March 5]**

\_\_\_\_\_Midterm Evaluation Form from University Supervisor **Due Week 8 [March 12]**

\_\_\_\_\_ Final Evaluation Form from Site Supervisor **Due FINAL Week [April 23]**

\_\_\_\_\_ Final Evaluation Form from University Supervisor **Due FINAL Week [May 7]**

\_\_\_\_\_ Evaluation of Practicum Experience **Due FINAL Week [May 7]**

\_\_\_\_\_ Evaluation of University Supervisor **Due FINAL Week [May 7]**

\_\_\_\_\_\_Self-Evaluation (3 pages) **Due FINAL Week [May 7]**

## **Assignment Checklist**

### **Weeks 1-7**

### \_\_\_Whole group Practicum class

### **Weeks 1-15**

### \_\_\_Weekly Individual/Paired Supervision \_\_\_Weekly Group Supervision \_\_\_Weekly Time Logs - **Due end of week**

### **Week 4-Paired Supervision [DUE- February 13]**

### **\_\_\_**Consent to Record form (signed copies will be kept on site) **- Due BEFORE meeting with client to be recorded**

### \_\_\_Ethical Guidelines Form \_\_\_Learning Experience Form \_\_\_Learning Goals \_\_\_Professional Disclosure Statement \_\_\_Site Supervisor-Student Recording Agreement form - **Due BEFORE meeting with and recording client**

### **Week 7-Paired Supervision [March 5]**

\_\_\_Site Supervisor's Evaluation of School Counseling Students—Midterm

### **Week 8- Individual Supervision [March 19]**

\_\_\_University Supervisor's Evaluation—Midterm

**Weeks 8-14**

 \_\_\_Case Presentation Recording

### **Week 14 or 15- Individual Supervision** \_\_\_Self-Evaluation Paper \_\_\_Site Supervisor's Evaluation of School Counseling Students—Final \_\_\_Student Evaluation of Practicum Experience \_\_\_Student Evaluation of University Supervisor Form \_\_\_University Supervisor's Evaluation—Final \_\_\_Course Evaluation

### **Counseling Recordings**

**Minimum of 3 Counseling Recordings**with Recording Review forms & transcripts (Due at least 48 hours prior to supervision)

\_\_\_Counseling Recording 1 **- Due Week 6 [February 27]**  
\_\_\_Counseling Recording 2 - **Due Week 7—Week 12 [March 5-April 9]**  
\_\_\_Counseling Recording 3 - **Due Week 14 [April 23]**

**TENTATIVE SCHEDULE**

**SPRING 2024**

|  |  |  |
| --- | --- | --- |
| **DATE** | **ACTIVITY** | **ASSIGNMENT DUE** |
| **January 23**  CACREP Standards:  Section 4: A-M | Introductions    Review syllabus      Discussion:  Getting started with Practicum  Zoom Pro  Anthology/  Chalk & Wire | Chap 1 *The Counseling Practicum and Internship Manual*  Forms may be found at: [http://college.wfu.edu/counseling/forms/forms-for-current-students/http://college.wfu.edu/counseling/forms/forms-for-current-students/](http://college.wfu.edu/counseling/forms/forms-for-current-students/)    **Required reading:**  1)The Department of Counseling Student Clinical Experience Manual    2)Practicum syllabus    3)Practicum forms  **Optional Reading:**  1) Jordan, K., & Kelly, W. E. (2011). A Preliminary Factor Analytic Investigation of Beginning Counseling Students Worries. Psychology Journal, 8 (1), 2-10. |
| **January 30**  CACREP Standards:  Section 4: A-M | Trauma & Loss | **Required Reading:**  Chap 11-*The Counseling Practicum & Internship Manual*  Wolfelt’s Mourner’s Bill of Rights- https://www.centerforloss.com/wp-content/uploads/2016/02/MBR.pdf |
| **February 6**  CACREP Standards:  Section 4: A-M | Client and Counselor Safety | ***Required Reading:***  Chaps 9 & 10- *The Counseling Practicum & Internship Manual*  ***Optional reading Suicide Assessment:***    *1)(mental health and school)*  [*http://www.afsp.org/*](http://www.afsp.org/)    *2)(school)*  [*http://schoolcounselor.org/magazine/blogs/november-december-2013/suicide-contracts,-assessments-and-parental-guardi*http://schoolcounselor.org/magazine/blogs/november-december-2013/suicide-contracts,-assessments-and-parental-guardi](http://schoolcounselor.org/magazine/blogs/november-december-2013/suicide-contracts,-assessments-and-parental-guardi)    *3)(school)*  [*http://www.schoolcounselor.org/magazine/blogs/november-december-2013/student-threat-assessment*http://www.schoolcounselor.org/magazine/blogs/november-december-2013/student-threat-assessment](http://www.schoolcounselor.org/magazine/blogs/november-december-2013/student-threat-assessment)    4) Hays, D. G., Craigen, L. M., Knight, J., Healey, A., & Sikes, A. (2009). Duty to warn and protect against self-destructive behaviors and interpersonal violence. Journal of School Counseling, 7 (11).    5) Anderson, M. J. (2004). Developing a teen suicide prevention program in the schools. Journal of School Counseling, 2 (3).  6) *Granello, D. (2010). The process of suicide risk assessment: Twelve core principles. Journal of Counseling and Development, 88, 363-370.*  7) *SAMHSA* [*http://store.samhsa.gov/product/Suicide-Assessment-Five-Step-Evaluation-and-Triage-SAFE-T-/SMA09-4452*http://store.samhsa.gov/product/Suicide-Assessment-Five-Step-Evaluation-and-Triage-SAFE-T-/SMA09-4452](http://store.samhsa.gov/product/Suicide-Assessment-Five-Step-Evaluation-and-Triage-SAFE-T-/SMA09-4452)  <http://store.samhsa.gov/product/Suicide-Assessment-Five-Step-Evaluation-and-Triage-SAFE-T-/SMA09-4452>  Optional Reading Grief & Loss:  1) 1)Grief Reactions Over the Life Span    http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCoQFjAA&url=http%3A%2F%2Fwww.counseling.org%2Fdocs%2Ftrauma-disaster%2Ffact-sheet-12---grief-reactions-over-the-life-span.pdf%3Fsfvrsn%3D2&ei=3TTgUqq-JIaFkQeyq4DwCA&usg=AFQjCNHl4x5Y-Reo0YE6LYacBb5WBA8ehQ&sig2=r82ALyIOsEL2uojz4j9C9g&bvm=bv.59568121,d.eW0&cad=rja |
| **February 13**  CACREP Standards:  Section 4: A-M | Ethical & Legal Issues | **Required Reading (s):**  Policy and Procedural Manual at site  Chap 3-*The Counseling Practicum & Internship Manual*  **Review:**  1)  ACA Ethical Code: [http://www.counseling.org/knowledge-center/ethicshttp://www.counseling.org/knowledge-center/ethics](http://www.counseling.org/knowledge-center/ethics)    **Optional reading:**  1) A Model of Ethical Decision from a Multicultural Perspective (Wiggins Frame & Braun Williams, 2005):  Frame, M. W. and Williams, C. B. (2005), A Model of Ethical Decision Making From a Multicultural Perspective. Counseling and Values, 49: 165–179. doi: 10.1002/j.2161-007X.2005.tb01020.x  2)  Supervision of School Counselors (Henderson, 1994)    3)  Getting the Most Out of Clinical Supervision: Strategies for Mental Health Counseling (Pearson, 2004) |
| **February 20**  CACREP Standards:  Section 4: A-M | Children & Adolescents | **Required Reading:**  Association for Play Therapy: [http://www.a4pt.org/http://www.a4pt.org/](http://www.a4pt.org/)   * Be sure to check out the “About Play Therapy” tab at the far right |
| **February 27**  CACREP Standards:  Section 4: A-M | Cultural Competence | **Required Reading:**  Chap 7- *The Counseling Practicum & Internship Manual*    A Model of Ethical Decision from a Multicultural Perspective (Wiggins Frame & Braun Williams, 2005):  Frame, M. W. and Williams, C. B. (2005), A Model of Ethical Decision Making From a Multicultural Perspective. Counseling and Values, 49: 165–179. doi: 10.1002/j.2161-007X.2005.tb01020.x |
| **March 5**  CACREP Standards:  Section 4: A-M | Clinical Writing & Documentation in Counseling & Records | **Required Reading:**  Chap 5- *The Counseling Practicum & Internship Manual* |
| **March 12** | **SPRING BREAK** |  |
| **March 19**  CACREP Standards:  Section 4: A-M | Managing Stress & Self Care Strategies | **Required Reading:**  Chap 8- *The Counseling Practicum and Internship Manual* |
| **March 26**  CACREP Standards:  Section 4: A-M | Supervision  Topic: ASCA Model | ASCA National Model Executive Summary |
| **April 2**  CACREP Standards:  Section 4: A-M | Case Presentation 1  Supervision  Topic: TBD |  |
| **April 9**  CACREP Standards:  Section 4: A-M | Case Presentation 2  Supervision  Topic: TBD |  |
| **April 16**  CACREP Standards:  Section 4: A-M | Case Presentation 3  Supervision  Topic: TBD | s |
| **April 23**  CACREP Standards:  Section 4: A-M | Case Presentation 4  Supervision  Topic: TBD |  |
| **April 30**  CACREP Standards:  Section 4: A-M | Final Group Supervision Session |  |
| **May 7**  CACREP Standards:  Section 4: A-M |  | p |

**Assignment Checklist**

\_\_\_\_\_Time Logs **Weekly submission**

\_\_\_\_\_Consent to Record form (signed copies will be kept on site) **Due BEFORE meeting with client to be recorded**

 \_\_\_\_\_Ethical Guidelines for Internship and Practicum Students form **Due by Day 7 of WK 4**

\_\_\_\_\_Learning Goals **Due by Day 7 of WK 4**

\_\_\_\_\_Site Supervisor-Student Recording Agreement form **Due by Day 7 of WK 4 – OR – PRIOR to meeting with and recording client**

\_\_\_\_\_Professional Disclosure Statement **Due by Day 7 of WK 4**

\_\_\_\_\_Learning Experience form **Due by Day 7 of WK 4**

\_\_\_\_\_**Minimum of 3** recordings with Recording Review forms & transcripts (Due at least 48 hours prior to supervision) **1st recording due by Day 7 of WK 6; final recording due no later than Day 7 of WK 13**

\_\_\_\_\_\_\_\_ Tape 1 \_\_\_\_\_\_\_\_ Tape 2 \_\_\_\_\_\_\_\_ Tape 3

\_\_\_\_\_Midterm Evaluation Form from Site Supervisor **Due by Day 7 of WK 7**

\_\_\_\_\_Midterm Evaluation Form from University Supervisor **Due by Day 7 of WK 8**

\_\_\_\_\_ Final Evaluation Form from Site Supervisor **Due by Day 7 of FINAL WK**

\_\_\_\_\_ Final Evaluation Form from University Supervisor **Due by Day 7 of FINAL WK**

\_\_\_\_\_ Evaluation of Practicum Experience **Due by Day 7 of FINAL WK**

\_\_\_\_\_ Evaluation of University Supervisor **Due by Day 7 of FINAL WK**

\_\_\_\_\_3 page Self-Evaluation **Due by Day 7 of FINAL WK**