

**EDCO 6951 Individual Counseling Practicum II
Spring 2021**

**Meeting Time: Mondays 5:00-7:35 pm;
Fully Online**

COURSE INSTRUCTOR AND CLINICAL SUPERVISOR:

Munyi Shea, Ph.D., Associate Professor, Clinical Supervisor

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Seattle Pacific University Mission Statement

Seattle Pacific University seeks to be a premier Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community.

Department of Counselor Education Mission Statement

“Our task is to prepare individuals for service and leadership as school counselors in K-12 settings. Students who complete our program will reflect God’s excellence, grace, mercy, and goodness as representatives of Seattle Pacific University.”

School Counseling Website:

<http://www.spu.edu/orgs/schoolcounseling/>

Technology Integration:

As identified in section A.14. of the Ethical Standards for School Counselors (ASCA, 2016), technology is an important aspect of the school counseling profession. To support this opportunity for growth for future professional school counselors, the school counseling program utilizes both the Google Sites and Canvas to integrate technology.

If you have questions regarding Canvas that is related to technology (not course specific), please contact ITS at 206-281-2212 or librarytechdesk@spu.edu. If you are unfamiliar with how to use either system, please contact ITS for information and/or training.

Reference Text:

1. Henderson, D., & Thompson, C.L. (2016). *Counseling Children* (9th ed.). Belmont, CA: Brooks/Cole, or any other equivalent graduate-level counseling theory textbook.
2. *Publication Manual of the American Psychological Association* (7th Ed.) (2019). The American Psychological Association: Washington, DC.
3. Hill, C. (2020). *Helping Skills: Facilitating Exploration, Insight, and Action* (5th Ed.), American Psychological Association.

Canvas Log in: <http://learn.spu.edu/> (206-281-2212)

COURSE DESCRIPTION:

This course is the third in a sequence of practicum courses designed to integrate counseling theory and practice. Students will continue to develop knowledge base in individual counseling, integrate counseling theories and practice, and fine-tune basic and advanced counseling techniques for assisting school-aged clients.

COURSE OBJECTIVES AND LEARNING OUTCOMES:

The course is designed to address several knowledge base criteria, including ones for CACREP (2016) common core and specialty standards, as well as for Washington State ESA certification in school counseling (WAC 181-78A-270 (5a) see link: <http://apps.leg.wa.gov/WAC/default.aspx?cite=181-78A-270>:

Upon completion of this course, students should be able to achieve the following learning outcomes:

Objective 1: Knowledge

- Demonstrate knowledge of major theories of counseling (CACREP Section 2. F.5.a).
- Demonstrate appropriate entry-level counseling skills and strategies (CACREP Section 2. F.5.g.)

Objective 2: Critical and Analytical Thinking, Problem-Solving

- Compare and contrast the essential constructs of different theoretical models (CACREP Section 2. F.5.c.).
- Develop an understanding of the varied counseling techniques and strategies in relation to each theoretical model presented (CACREP Section 2. F.5.j.).

Objective 3: Values

- Demonstrate legal and ethical standards in the use of counseling skills in the schools (CACREP Section 2 F.5.d.).
- Integrate theory and practice of counseling with cultural and spiritual awareness (CACREP Section 2. F.5.c., g., & h.).
- Cultivate empathy, compassion and a sense of responsibility to care and advocate for others, including those who are culturally diverse, marginalized, and/or underserved. In addition, become an active agent in promoting positive changes in the school community.

Objective 4: Professional Identity and Development

- Utilize strategies for personal and professional self-evaluation and discuss the implications of such strategies for practice (CACREP Section 2 F.1.k).
- Identify and employ self-care strategies appropriate to the counselor role (CACREP Section 2 F.1.L.)
- Understand the role of counseling supervision in the profession (CACREP Section 2.F.1.m)
- Develop an initial “personal theory” of counseling, integrating counseling theory with the student’s personal worldview and values (CACREP Section 2 F.5.n.).

COURSE REQUIREMENTS AND EVALUATION:

Grading Scale¹: 94-100 = A; 90-93 = A-; 87-89 = B+; 84-86 = B; 80-83 = B-; 77-79 = C+; 73-76 = C

Grade Items	% or Pts	Due Date	Objectives
1. Peer evaluation of contribution to supervision	5%	By Week 10	4
2. Instructor/Supervisor evaluation of professionalism	10%	By Week 10	4
3. Individual Counseling Process (see a, b, c, & d below)	35%		1, 2, 3, 4
a. 5 counseling videos (between Students C & D)	10	Ongoing	
b. 10 session evaluation forms (5 session forms * 2 students)	10	Ongoing	
c. Complete one peer evaluation for your classmate’s counseling session	10	By Week 8	
d. Counseling Permission Form for each client and Log Sheet	5		
4. Student Presentation on a School Counseling Topic	20%	Weeks 7- 9	1, 2, 3, 4
5. Final Tape Review	30%	Week 8-11	1, 2, 3, 4
Total	100		

¹ Per program requirements, you must receive a B or higher grade overall AND a B or higher grade in the final review to pass this course.

Clinical Hours Requirement in a glance:

	ICP I	ICP II	GCP	Total
Direct	15	15	10	40
Indirect	20	20	20	60
Total	35	35	30	100

Direct Service Hour Requirement:

1. Students will provide direct service hours within a K-12 environment for **a minimum of 15 hours**. You should complete your direct hours with the school no later than the 10th week of the quarter. If you anticipate difficulty with this deadline, please inform course instructor.
2. Direct hours will include the following:
 - a. Individual counseling with **two students for five sessions each** (school period approximately one hour --10 hours total).
 - b. Classroom guidance and individual check-ins (brief individual counseling) with multiple students (minimum 5 hours total).

Indirect Service Hour Requirement:

1. Students will complete **a minimum of 20 indirect service hours** during the course. You should complete your indirect hours no later than the 10th week of the quarter.
2. Indirect hours will include the following:
 - a. Research related to direct service activities (e.g. organization and development of counseling activities/interventions, research on counseling issues).
 - b. Supervision with site supervisor.
 - c. Observing site supervisor or other professional school counselor perform individual counseling, counseling check-ins, classroom guidance, or related counseling activities.

Getting started on your individual counseling sessions:

1. Ask a credentialed school counselor* to select two students who are experiencing typical adjustment and coping issues for you to meet with for five sessions each. As with ICP I, do not counsel a student with moderate to severe emotional and behavioral problems or court involvement. ***The credentialed school counselor must have a minimum of two years of experience as well as have ESA certification as a school counselor.**
2. Have the student's parent or legal guardian **sign an informed consent form**, and upload it to Canvas **before** counseling begins.
3. Find a mutually agreeable time and place to meet with the student where confidentiality may be maintained. Check with teacher(s) and school counselor to confirm time and location.
4. Meet one to two times per week. If your student is in middle school or high school, consider using different class periods so that the student does not miss 5 sessions of any one class.

Recording and Submitting Your Videos, and Session Evaluation Forms:

Make every attempt to videotape all of your sessions. Test your recording equipment/software prior to the start of a session. Make sure your video-recorded sessions are audible. Complete a Session Evaluation Form immediately after each session.

1. **Submit video recording of 5 total COUNSELING SESSIONS** between the two counselees (**10 points total**). Submit your video as soon as you can after each session. Upon completion of the course and evaluation, all recordings shared on Panopto will be deleted by the instructor.

2. **Submit Session Evaluation Forms** weekly (5 forms * 2 students = 10 forms = **10 points total**).
3. For the purpose of providing formative feedback during our supervision meetings, submit a Session Evaluation Form as soon as you can after your session.
4. Make sure you are communicating with your site supervisor and your University supervisor/professor regarding ANY safety, legal, ethical, or other concerns immediately. Note that you are a **MANDATED REPORTER** and providing counseling services under the certification/licensure of others—it is imperative that you seek and obtain supervision related to your counseling activities. Your role as a mandated reporter was discussed in detail in other EDCO courses. If you have any questions regarding your role, please contact the course professor.

Description of Other Course Assignments and Rubric:

- Please find instructions/guidelines, templates, rubric, and due dates for course assignments on Canvas site.

PERTINENT INFORMATION AND POLICIES

Class Policy:

- All written assignments must adhere to the latest edition of APA style (student version would be fine).
- All digital assignments (e.g., session evaluation forms, links to videos) should be submitted on **Canvas**. All sessions tapes should be uploaded onto and stored in **Panopto**.
- Attendance, punctuality, and participation are expected. Should you have to miss class or come late, please e-mail your clinical instructors **BEFORE** the start of class.
- Incomplete grades can be arranged for medical/family emergencies, or extenuating circumstances. Students must initiate with the process with the course instructor and their supervisor by no later than the eighth week of the quarter.

Academic Integrity Policy:

As a University that promotes character as well as student competence, SPU expects that graduates will embody personal and professional integrity by serving the public good in doing what is right and doing so with an awareness of consequences. The current edition of the SPU Undergraduate Catalog describes the University's commitment to academic integrity, which is breached by academic dishonesty of various kinds. Among these is turning in another's work as your own and committing plagiarism, which is the copying of portions of another's words from a published or electronic source without acknowledgement of that source. The penalty for a breach of academic integrity is a failing grade for the work in question on the first offense and a failing grade for the course as a whole with repeated offenses.

Disability Support Services:

SPU students with documented disabilities should contact Disability Support Services (DSS) in the Center for Learning (Lower Moyer Hall). The DSS coordinator will meet with you to confidentially discuss how your disability impacts your academics. Faculty will be notified of approved accommodations. Call x2475 or email dss@spu.edu.

Inclement Weather School Closure Policy: In the event of inclement weather or an emergency that might close the university, check the SPU website. You may also call the emergency closure hotline (206-281-2800). Both will be updated before 6:00 a.m. Please insure that you have updated your emergency information in Banner so that you can receive a text if other university emergencies arise.

Emergency Preparedness Information:

Report an Emergency or Suspicious Activity

Call the Office of Safety and Security to report an emergency or suspicious activity by dialing 206-281-2911 or by pressing the call button on a campus emergency phone. SPU Security Officers are trained first responders and will be dispatched to your location. If needed, the SPU Dispatcher will contact local fire/police with the exact address of the location of the emergency.

SPU-Alert System

The SPU-Alert System is SPU's emergency notification system. It can send information via text message, email, electronic reader board, computer pop-ups (for SPU computers), loudspeaker, and recorded cell phone messages. Text messaging has generally proven to be the quickest way to receive an alert about a campus emergency. In order to receive text messages from SPU-Alert, you must provide SPU with your cell phone number through the Banner Information System on the web, <https://www.spu.edu/banweb/>. Select the Personal Menu then choose the Emergency Alert System tab. Contact the CIS Help Desk if you have questions about entering your personal contact information into the Banner Information System. Emergency announcements may also be made by SPU staff members serving as Building Emergency Coordinators ("BECs").

Lockdown / Shelter in Place – General Guidance

The University will lock down in response to threats of violence such as a bank robbery or armed intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System.

If you are in a building at the time of a lockdown:

- * Stay inside and await instruction, unless you are in immediate visible danger.
- * Move to a securable area (such as an office or classroom) and lock the doors.
- * Close the window coverings then move away from the windows and get low on the floor.
- * Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

If you are outside at the time of a lockdown:

- * Leave the area and seek safe shelter off campus. Remaining in the area of the threat may expose you to danger.
- * Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System).

Evacuation – General Guidance

Students should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU-Alert System instructs building occupants to evacuate. In the event of an evacuation, gather your personal belongings quickly and proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use the elevator.

Once you have evacuated the building, proceed to the nearest evacuation assembly location. The "Stop. Think. Act." booklet posted in each classroom contains a list of assembly sites for each building. Check in with your instructor or a BEC (they will be easily recognizable by their bright orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

Additional information about emergency preparedness can be found on the SPU web page at <http://www.spu.edu/info/emergency/index.asp> or by calling the Office of Safety and Security at 206-281-2922.

Class Meeting Schedule 2

Week	Date	Topic	Lead	Reading	Assignments Due
1	3/29	Overview of the Course Check in and Discussion Meet with your supervision group	Shea, Shannon	See Canvas	
2	4/5	Play Therapy (5-6:15 pm) Meet with your supervision group (6:25-7:35 pm)	Hyun	See Canvas	Session forms/videos
3	4/12	Anti-racism & School Counseling (5-6:15 pm) Meet with your supervision group (6:25-7:35 pm)	Shannon	See Canvas	Session forms/videos
4	4/19	Self-compassion as Self-care for Counselor Educators (5-6:15 pm) Meet with your supervision group (6:25-7:35 pm)	Shea	See Canvas	Session forms/videos
5	4/26	Private Practice & Consultation (5-6:15 pm) Meet with your supervision group (6:25-7:35 pm)	Weissenborn	See Canvas	Session forms/videos
6	5/3	TBD	Shea Shannon	See Canvas	- Session forms/videos - Submit <u>one</u> videotaped session for anonymous peer evaluation
7	5/10	Student Presentation and Clinical Supervision (5-7:35 pm)	Everyone	See Canvas	- Session forms/videos - Upload infographic or PPT presentation
8 ³	5/17	Student Presentation and Clinical Supervision (5-7:35 pm)	Everyone	See Canvas	- Session forms/videos - Submit your completed peer evaluation on Canvas - Upload infographic or PPT presentation
9	5/24	Student Presentation and Clinical Supervision (5-7:35 pm)	Everyone	See Canvas	- Session forms/videos -- Upload infographic or PPT presentation
10-11	5/31-6/11	NO Class Meeting – Schedule individual final review with your clinical supervisor			- Session forms/videos - Self Evaluation Form - Peer Evaluation Form - Practicum log sheet (see due date on Canvas)

2 Schedule may change to accommodate the pace of the class or the presenters' schedules, etc. It is the student's responsibility to keep abreast of any changes and announcements made in class and/or on Canvas.

3 Starting Week 8, if you have already completed at least 4 sessions with one of your counselees, or a total of 6 sessions with both counselees, you may begin to meet with your supervisor one-on-one for the final tape review. All final tape reviews should conclude by the end of Week 11.