

# COUN 621 Practicum

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## 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 increase their ability 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

## Office Location

Howarth 3<sup>rd</sup> floor

## Office Hours

by appointment

## Class Meeting Time

Wednesdays, 4-6p.m.

## 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 PRACTICUM

F1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
F1j. Technology's impact on the counseling profession
F1k. Strategies for personal and professional self-evaluation and implications for practice
F1l. Self-care strategies appropriate to the counselor role
F1m. The role of counseling supervision in the profession
F5d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
F5e. The impact of technology on the counseling process
F5h. Developmentally relevant counseling treatment or intervention plans
F5l. Suicide prevention models and strategies
F5n. Processes for aiding students in developing a personal model of counseling

## COURSE REQUIREMENTS

- Proof of Liability Insurance (due Fall term)
- 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 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 regularly provide video or audio recordings of their direct work with their clients throughout the term. Typically, this means that students should be prepared to present a recording every other week or no later than every third week. 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

Assignment	% of overall grade/ points possible	CACREP standards addressed
Instructor evaluations and feedback from site supervisors	35	<i>(all course standards; professional dispositions)</i>
Participation and in-class exercises	35	<i>(all course standards; professional dispositions)</i>
Reflective journal entries (minimum of 5)	30	<i>2F5n, 2F1k</i>

## Instructor and Site Supervisor Evaluations – Standards and Dispositions Assessed

CACREP Core Content Area Items Assessed	Related CACREP Standards
Follows legal and ethical guidelines and agency or school policies and procedures	2.F.1g, i
Maintains professionally appropriate communication and conduct across different settings	2.F.1b,c
Forms and maintains productive and respectful relationships with clients/students/families, colleagues, and other professionals	2.F.1b, c
Applies knowledge of self and others as cultural beings in assessment, treatment, consultation, and all other professional interactions; is able to provide culturally responsive counseling and consultation	F.7.b,e,l,m
Selects and utilizes appropriate assessment measures across domains of functioning, practice settings, and cultural groups, including DSM diagnoses as appropriate	F.7.b,e,l,m
Demonstrates effective individual counseling skills and interventions and reflects on counseling practice	F.5
Demonstrates effective group or family counseling skills and interventions and reflects on counseling practice	F.6
Utilizes developmentally appropriate counseling strategies that take into account systemic and environmental factors	F.3.f,i

Utilizes strategies for career, educational, and life-work planning and management	F.4
Demonstrates ability to analyze data to improve counseling and/ or program outcomes	F.8.h,e,j

Please note that some of these items mention program content that will be primarily addressed in courses that you will not take until the second year of the program. Your evaluations will be viewed from a developmentally appropriate standpoint and you will not be penalized for areas in which you would not be expected yet to be proficient or meet standard.

<b>Counselor Disposition Items Assessed</b>
Demonstrates personal responsibility
Demonstrates concern for the welfare of others
Negotiates differences and handles conflict satisfactorily
Is nonjudgmental, flexible, non-defensive, and open to feedback
Demonstrates maturity and psychological stability
Demonstrates professionalism

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.

Reflective Journal Entries: Students are expected to make a minimum of five entries in their reflective journals in Canvas during the term. For some entries, instructors may provide a specific prompt for students to respond to in their entry; content within the remaining entries is left up to student discretion. All entries should demonstrate a high degree of self-reflection, relate to professional and personal growth as a counselor, and integrate program concepts with application-based learning.

### **Required Texts**

- Remley, T. P., & Herlihy, B. (2015). *Ethical, legal, and professional issues in counseling* (5th ed.). Upper Saddle River, NJ: Merrill, Prentice Hall.
- Okun, B. & Kantrowitz, B. (2015). *Effective helping: Interviewing and counseling techniques* (8<sup>th</sup> ed.). Stamford, CT: Cengage Learning.

### **Bibliography** (see Canvas for additional course readings)

- American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA: Author
- American School Counselor Association. (2016). *ASCA ethical standards for school counselors*. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

### **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/](http://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/>

## Student Religious Accommodations

The university provides reasonable religious accommodations for academic courses and programs, and the university policy is found at <https://www.pugetsound.edu/about/offices-services/human-resources/policies/campus-policies/student-religious-accommodations-in-academic-courses-or-programs/>

## Course Schedule

Week	Subject	Readings/Assignments	CACREP Standards
Week 1 1/22	• Supervision		(all for class)
Week 2 1/29	• Supervision	• Journal reflection due by 1/31	2F5n, 2F1k
Week 3 2/5	• Supervision		(all for class)
Week 4 2/12	• Supervision		(all for class)
Week 5 2/19	• Supervision		(all for class)
Week 6 2/26	• Supervision	• Journal reflection due by 2/29	2F5n, 2F1k
Week 7 3/4	• Supervision		(all for class)
Week 8 3/11	• Supervision		(all for class)
Week 9 3/18	• NO CLASS – SPRING RECESS		(all for class)
Week 10 3/25	• Supervision	• Journal reflection due by 3/31	2F5n, 2F1k
Week 11 4/1	• Supervision		(all for class)
Week 12 4/8	• Supervision		(all for class)
Week 13 4/15	• Supervision		(all for class)
Week 14 4/22	• Supervision	• Journal reflection due by 4/24	2F5n, 2F1k
Week 15 4/29	• Supervision		(all for class)
Week 16 5/6	• Last day of classes		(all for class)
Week 17 5/13	NO CLASS – FINALS WEEK	• Journal reflection due by 5/13	2F5n, 2F1k