

**PSYC 695: School Counseling Practicum**  
**Spring 2018**  
**Course Syllabus**

**Instructors:**

**Office Hours:**

**Course Description:**

The purpose of the School Counseling Practicum is to introduce students to the role and function of a professional school counselor and assist them in becoming familiar with the school as a work setting. Students will complete their practicum in a local school under the guidance of a Virginia Department of Education licensed school counselor and will participate in a variety of activities as listed in VA DOE standards of learning, CACREP standards, and ASCA competencies.

**Required Trainings and/or events:**

***Before first class:*** Child Abuse Recognition and Intervention training from the Virginia Department of Education ([http://www.dss.virginia.gov/family/cps/mandated\\_reporters/cwse5691/story.html](http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story.html))

***Dates TBA:*** Applied Suicide Intervention Skills Training (ASIST) Workshop. Required for all 1st year School Counseling students and ***any 2nd year students who have not already completed this training.***

***Other Workshops Required by the School Counseling Program:*** February 23, March 23, and Spring Symposium TBA.

**Required Readings**

Articles from *Professional School Counseling* and other counseling-related professional journals

**Course Objectives:**

At the conclusion of the practicum experience, you will have successfully:

- Articulated your understanding of the history and development of school counseling as a profession, including explaining professional organizations, preparation standards, and credentials relevant to the practice of school counseling.
- Demonstrated an appropriate level of personal, social, career, and academic counseling and intervention skill development for diverse K-12 children and adolescents.
- Reported on the design and evaluation of the school counseling program of your placement.
- Assessed and addressed core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies utilized in two different classroom settings at your site placement.

**Format and Method of Instruction:**

Much of this class will consist of whole group and small group supervision sessions. During full group classes we will address topics that are relevant to the practice of school counseling. You will be asked to reflect on your field experiences with the group and in writing, as well as complete assigned readings and come prepared to discuss them. The entire group will meet every other week for 2 ½ hours, and smaller groups (2-3) will meet for supervision on the alternate weeks. Groups will be assigned on the first day of class. This class is designed to be interactive and tailored to your particular needs as a school counselor in training. Please come ready to learn and bring your questions, concerns, ideas, and enthusiasm!

## **Evaluation**

There are two options for grades given for practicum: **Satisfactory (S)** or **Unsatisfactory (U)**. A grade of **S** indicates satisfactory completion of all course objectives and additional student responsibilities.

### ***Any of the following is cause for an unsatisfactory grade:***

- Showing up late to supervision class more than two times, or missing class once (if you must miss in case of an emergency, you must arrange to review class members' recordings and submit an extra recording of your own).
- Unsatisfactory counseling skills, case conceptualization, or ethical practices as demonstrated in recordings.
- Failing to meet course objectives or fulfill requirements; unsatisfactory work as evaluated on rubrics; and/or failing to turn in completed assignments on time.
- Reports of unsatisfactory work by site supervisor and/or failure to progress in your counseling skills.

### **CACREP (2016) Standards covered in this course (as reflected in assignments):**

#### **SCHOOL COUNSELING**

##### **1. FOUNDATIONS**

- a. history and development of school counseling
- b. models of school counseling programs
- d. models of school-based collaboration and consultation

##### **2. CONTEXTUAL DIMENSIONS**

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
  - b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
  - d. school counselor roles in school leadership and multidisciplinary teams
  - e. school counselor roles and responsibilities in relation to the school emergency management plans, and  
crises, disasters, and trauma
- f. competencies to advocate for school counseling roles
- k. community resources and referral sources
  - l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- n. legal and ethical considerations specific to school counseling

##### **3. PRACTICE**

- b. design and evaluation of school counseling programs
  - c. core curriculum design, lesson plan development, classroom management strategies, and differentiated  
instructional strategies
- d. interventions to promote academic development

- e. use of developmentally appropriate career counseling interventions and assessments
- f. techniques of personal/social counseling in school settings
- g. strategies to facilitate school and postsecondary transitions
  - h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- k. strategies to promote equity in student achievement and college access
- l. techniques to foster collaboration and teamwork within schools
- m. strategies for implementing and coordinating peer intervention programs

**Key Assignments and Rubrics Supporting Course Objectives:**

***1. Professional Identity Summary-(20 points)***

Create a fact sheet (one page front/back) to be presented to other school professionals that describes the following aspects of the school counseling profession: brief history of the school counseling profession; name and description of professional organizations relevant to the profession of school counseling; preparation standards for professional school counselors; licensure and credentials relevant to the practice of school counseling in the state of Virginia.

**1. FOUNDATIONS**

- a. history and development of school counseling

**2. CONTEXTUAL DIMENSIONS**

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- f. competencies to advocate for school counseling roles
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling

**3. PRACTICE**

- d. interventions to promote academic development
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- k. strategies to promote equity in student achievement and college access

3. Excellent (18-20 points)	2. Acceptable (15-17 points)	1. Unacceptable (below 15 points)
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Demonstrates a comprehensive understanding of the professional identity of school counselors. Covers each aspect of the school counseling profession thoroughly and concisely. Well-organized, clear writing style, with no or very few formatting errors.	Demonstrates an adequate understanding of the professional identity of school counselors. Covers each aspect of the school counseling profession. Generally organized, clear, and consistent, with minimal errors.	Does not demonstrate an adequate understanding of the professional identity of school counselors. Omits or does not complete some aspects of the school counseling profession or provides inaccurate information. Many formatting and/or organizational errors.
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**2. Counseling Practice and Supervision-(30 points)**

Three times throughout the course of this academic year this semester, you will provide evidence of your counseling abilities through the **submission of counseling recordings** for review by your supervisor and classmates. You are expected to review your recording prior to submitting it and a typed recording write-up must be turned in to your supervisor at least 48 hours prior to your supervision session. Recordings must be audible for you to receive credit! Each tape will be evaluated using the following rubric:

<p><b>2. CONTEXTUAL DIMENSIONS</b></p> <p>n. legal and ethical considerations specific to school counseling</p> <p><b>3. PRACTICE</b></p> <p>e. use of developmentally appropriate career counseling interventions and assessments</p> <p>f. techniques of personal/social counseling in school settings</p> <p>g. strategies to facilitate school and postsecondary transitions</p> <p>m. strategies for implementing and coordinating peer intervention programs</p>
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3. Excellent (8-10 points per tape)	2. Acceptable (5-7 points per tape)	1. Unacceptable (below 5 points per tape)
Demonstrated a high level of personal, social, career, and academic counseling and intervention skill development for diverse K-12 children and adolescents (developmentally appropriate to tape submitted) in counseling tape. Tape write-up form thoroughly addressed each of the following: client conceptualization and treatment planning; relevant post-secondary transitions; relevant peer intervention programs; developmentally	Demonstrates an adequate level of personal, social, career, and academic counseling and intervention skill development for diverse K-12 children and adolescents (developmentally appropriate to tape submitted) in counseling tape. Tape write-up form addressed each of the following appropriately: client conceptualization and treatment planning; relevant post-secondary transitions; relevant peer intervention programs; developmentally	Does not demonstrate an adequate level of personal, social, career, and academic counseling and intervention skill development for diverse K-12 children and adolescents (developmentally appropriate to tape submitted) in counseling tape. Tape write-up form did not thoroughly address each of the following: client conceptualization and treatment planning; relevant post-secondary transitions; relevant peer intervention programs; developmentally

appropriate career interventions or assessments relevant to this case; ethics relevant to this case	appropriate career interventions or assessments relevant to this case; ethics relevant to this case.	appropriate career interventions or assessments relevant to this case; ethics relevant to this case
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**3. School Counseling Program Description and Evaluation -(20 points)**

Submit a report on the design and evaluation of the school counseling program, in the context of your specific school. Your report should include the following:

- School Demographics (number of students, SES, free and reduced lunch %, teacher/student ratio)
- Description of Building and School Climate
- Support Services Offered and Services Missing
- Description of Surrounding Community
- Description of Community and Family Involvement
- School Counselor Roles and Duties and How they Align with ASCA Description of SC Duties
- School Counseling Resources and Programs Offered
- Evaluation Procedures for School Counselor Position
- Evaluation Procedures for School Counseling Program
- Recommendations for School Counseling Program (based on findings above)

**3. PRACTICE**  
c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies

3. Excellent (18-20 points)	2. Acceptable (15-17 points)	1. Unacceptable (below 15 points)
Included extensive information on each of the categories mentioned in the assignment and provided exceptional and relevant recommendations for school counseling program of current school	Included adequate information on each of the categories mentioned in the assignment and provided adequate and relevant recommendations for school counseling program of current school	Did not include complete information on each of the categories mentioned in the assignment and did not provide adequate and relevant recommendations for school counseling program of current school

**4. Curriculum and Instruction for Diverse Learners-(15 points):** You will assess and address core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies utilized in two different classroom settings at your site placement. In this report, you should include:

- Teachers’ or Counselors’ Curriculum Base
- Teachers’ or Counselors’ Lesson Plan
- Note at Least Two Classroom Management Strategies and Observed Effectiveness of Strategies
- Note at Least Two Differentiated Instructional Strategies and Observed Effectiveness of Strategies

**3. PRACTICE**

c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies

3. Excellent (14-15 points)	2. Acceptable (11-13 points)	1. Unacceptable (below 11 points)
Included extensive information on each of the categories mentioned in the assignment and provided exceptional and relevant report on core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies utilized in two different classroom settings	Included adequate information on each of the categories mentioned in the assignment and provided exceptional and relevant report on core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies utilized in two different classroom settings	Did not include extensive information on each of the categories mentioned in the assignment and provided exceptional and relevant report on core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies utilized in two different classroom settings

**5. School-Based Collaboration and Consultation-(15 points):** Based on chapters from *Collaborative Teaming* provided in class, apply an intentional problem-solving model. Describe the problem, the constituents involved (i.e. the role of the school counselor and the role of other individuals involved), leadership qualities and style of the school counselor in the situation; and a description (from your observations) of how each of the five problem-solving steps were utilized on a collaborative team. If the steps have not been followed, makes notes (from a consultation perspective) about how each step could have ideally been implemented on the collaborative team.

## 1. FOUNDATIONS

d. models of school-based collaboration and consultation

## 2. CONTEXTUAL DIMENSIONS

a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools

3. Excellent (14-15 points)	2. Acceptable (11-13 points)	1. Unacceptable (below 11 points)
Included extensive information on each of the categories mentioned in the assignment above and provided exceptional and relevant report on each of the five steps of the collaborative problem-solving approach	Included adequate information on each of the categories mentioned in the assignment above and provided exceptional and relevant report on each of the five steps of the collaborative problem-solving approach	Did not include extensive information on each of the categories mentioned in the assignment above and provided exceptional and relevant report on each of the five steps of the collaborative problem-solving approach

### Additional Student Responsibilities:

1. Fulfill the requirements for school counselor licensure in Virginia and the standards of James Madison University, which mandate that **100 hours** of on-site hours be completed by May 2018. The hours should be served in a manner that is in accordance with your need for a variety of experiences and the needs of those within the school to which you have been assigned. **Forty hours of direct service** with clients is required.
2. Develop and present a practicum contract signed by the student and the on-site host. Contracts should detail the experiences in which you intend to participate and the services you will provide. It should be signed by you, the site supervisor, and the University supervisor. A sample contract is included in this syllabus for your convenience. You should select one full day a week to be “working” in the school, following the same arrival and departure schedule as is expected of your site supervisor. You are expected to behave in a professional and ethical manner and follow all school policies concerning confidentiality, record-keeping, referrals, etc. SEE APPENDIX C FOR SAMPLE
3. Bring copy of professional liability insurance to first class.
4. Develop and submit a written statement of individual learning goals for the practicum. Goals should be clearly and specifically articulated and should address issues within such areas as counseling skills, self-awareness, case conceptualization skills, and/or professional awareness. This is due during the second supervision class.
5. Maintain a weekly logbook that includes a description of your field experiences, the date of the field experience, the amount of time spent, and your reflections about the experience. You will submit the logbook to the practicum supervisor at designated times throughout the semester and will have the supervisor sign logs before turning in to the instructor. This log book should also contain a running total of your hours and activities.
6. Attend and actively participate in all scheduled individual and group supervision sessions and turn in all assignments by their due date.
7. Schedule and attend weekly meetings with site host (one hour per week minimum).

<b>Date</b>	<b>Highlights</b>	<b>Assignments due</b>
<b>Jan 8</b>	Full Class Meeting: Syllabus, Introductions Working with Teens and Adolescents	Professional liability insurance
<b>Jan 15</b>	<b>NO CLASS: MLK DAY</b>	
<b>Jan 22</b>	Full Class Meeting Case Conceptualization	Logbook Contract Individual Learning Goals
<b>Jan 29</b>	Supervision	H - K M - B

		E – S & L
<b>Feb 5</b>	Full Class Meeting Guest speaker	Logbook Assignment #1: Professional Identity Summary
<b>Feb 12</b>	Supervision	H - O M - J E – E & W
<b>Feb 19</b>	Full Class Meeting Child and Adolescent Psychopathology	Logbook
<b>Feb 26</b>	Supervision	H - K M - B E – S & L
<b>March 5</b>	<b>NO CLASS: SPRING BREAK</b>	
<b>March 12</b>	Full Class Meeting: Curriculum, lesson planning, and special needs	Logbook Assignment #4: Curriculum and Instruction for Diverse Learners
<b>March 19</b>	Supervision	H - O M - J E – E & W
<b>March 26</b>	Full Class Meeting: Research and Program Evaluation	Logbook Assignment #3: School Counseling Program Description and Evaluation
<b>April 2</b>	Supervision	H -K M - B E – S & L
<b>April 9</b>	Full Class Meeting: Collaboration and Consultation	Logbook Assignment #5: School-Based Collaboration and Consultation.
<b>April 16</b>	Supervision	H - O M - J E – E & W
<b>April 23</b>	Full Class Meeting	Logbook Group 1 & 2 Tape 3
<b>April 30</b>	FINAL EXAM WEEK: Individual Supervision	Supervision times TBA



## **Additional Information:**

**Academic Integrity:** It should come as no surprise that we expect you to be committed to academic honesty, which is essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>.

**Adding/Dropping Classes:** Students are responsible for registering for classes and for verifying their class schedules on e-campus. Students must drop classes before the scheduled “add/drop deadline.” Students may not register to take this class after the add deadline, per JMU policy. No exceptions will be made to these deadlines. For more details and information on block courses, refer to the Registrar's Web site at [www.jmu.edu/registrar/spring\\_comp.shtml](http://www.jmu.edu/registrar/spring_comp.shtml).

**Attendance:** Students are expected to attend every class. If you are unable to attend class due to an unforeseen emergency, contact the professor immediately. If you need to miss class, you are responsible for obtaining any material distributed during the class.

**Class Conduct:** It is important that you are an active participant in the course. Expressing relevant views and opinions are encouraged, as long as they are done respectfully and with consideration of other class members. Please do not text or take calls during class time. If you are on call or expecting an emergency call that you must respond to, please step out of the classroom to respond.

**Inclement Weather:** Inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU’s cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>.

**Disability Accommodations:** JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107; you may call 540-568-6705 for more information.

**Religious Accommodations:** Reasonable and appropriate accommodations will be provided to students requesting them on grounds of religious observation. As the instructor, I will determine what accommodations are appropriate for his/her course. Students should notify me by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity. Contact the Office of Equal Opportunity (<http://www.jmu.edu/oeo/>) at (540) 568-6991 if you have additional questions.

## **Confidentiality and Title IX**

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, [sirockam@jmu.edu](mailto:sirockam@jmu.edu), 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website:  
<https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>

**I. RECORDING CRITIQUE—must be typed (use this format for your write-up to be distributed to all class members—bring enough copies to class)**

**Intern:** \_\_\_\_\_ **Date:** \_\_\_\_\_

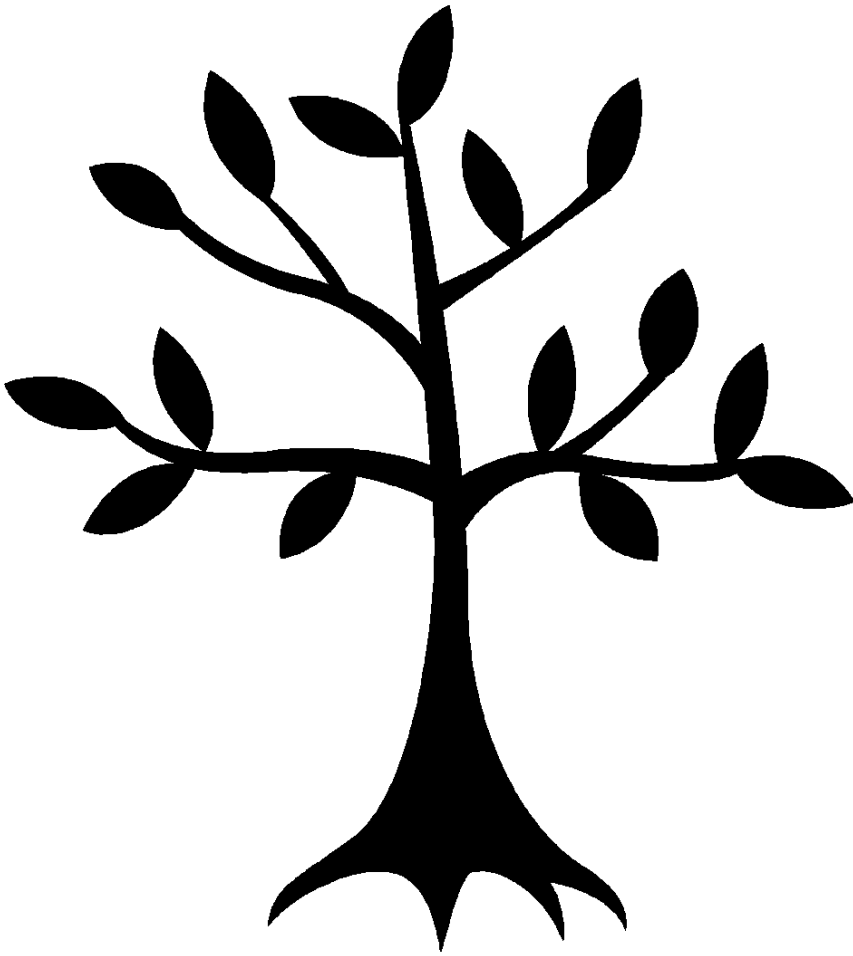
**Tape #:** 1    2    3    4    5    6    7    **Client Initials:** \_\_\_\_\_

**Session Length:** \_\_\_\_\_ **Session Number with Client:** \_\_\_\_\_

- 1. Background Information** (client description, demographics, presenting issue or concern):
  
- 2. Session Notes** (What was your goal for the session? How were you attempting to accomplish this goal? Behavioral observations. What happened?)
  
- 3. Conceptualization** (Counselor’s interpretation of what was happening with the client, hypotheses concerning possible approaches)
  
- 4. Counselor’s reaction to session** (Thoughts and Feelings)
  
- 5. Future Plans and Goals**
  
- 6. What counselor felt went well in the session and why:**
  
- 7. What counselor would have done differently and why:**

8. **List any strategies to facilitate school and post-secondary transitions relevant to this case:**
  
9. **List any appropriate peer intervention programs at your school that may supplement your work:**
  
10. **Note current or future use developmentally appropriate career interventions or assessments:**
  
11. **Cite professional counseling codes of ethics relevant to this tape:**
  
12. **Rate Your Performance in this Session: 1 2 3 4 5 6 7 8 9 10**  
**Explain your reason for this ranking.**
  
13. **Questions for feedback from your peers and supervisor...**

## II. TREE METAPHOR FOR CASE CONCEPTUALIZATION



*Fill in information about client related to metaphor (soil, roots, trunk, branches, foliage) above*

**Key:**

**Soil** (environment, SES, political realities, economic climate, cultural factors)

**Roots** (family system support, school system support, peer support)

**Trunk** (client behaviors, attitudes, skills, strengths, weaknesses, talents, disabilities, personal risk and protective factors)

**Branches** (adaptations to society—productive, isolated, level of risk for drop-out, substance abuse, sexual risk, violence, and suicide)

**Foliage, fruit, and flowers** (healthy or unhealthy manifestations in behaviors, attitudes, skills, etc.)

Summarize client description based on tree metaphor:

Soil:

Roots:

Branches

Foliage/fruit/flowers

Based on your assessment, what do you see as your specific duties as the gardener for this client? Provide a rationale for your responses.

(Activity Based on “At Risk Youth” metaphor by McWhirter et al. (2017))



**APPENDIX A : SCHOOL COUNSELING SPECIFIC CACREP STANDARDS AND KPI CHART WITH ALL ASSIGNMENTS MAPPED TO STANDARDS**

Found- ations = <b>F</b> Contextual= <b>C</b> Practice = <b>P</b>	<b>F</b>	<b>F</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>
CACREP STANDARDS (SC) INCLUDED	1 a	1 d	2 a	2 b	2 f	2 l	2 n	3 b	3 c	3 d	3 e	3 f	3 g	3 h	3 i	3 j	3 k	3 m
Professional Identity Summary	X		X	X	X	X				X				X	X	X	X	
<b>Counseling Practice &amp; Supervision</b>							X				X	X	X					X
<b>Supervisor Evaluation of Student</b>	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
School Counseling Program Description and Evaluation									X									
Curriculum and Instruction for Diverse Learners									X									
School-Based Collaboration and Consultation		X	X															

**KPI Assignments Explained: ASSIGNMENTS IN BOLD IN CHART ABOVE, are KPI's**

**Assignment: Supervisor Evaluation Of Student**

**KPI 1= Reinforcement**

1. Professional Counseling Orientation and Ethical Practice: Recognizes and applies professional ethical standards including clear and appropriate relationships with clients (with attention to provision of services to minors), colleagues, and the community.

**Assignment: Counseling Session Recordings and Analysis, Key Assignment #2**

**KPI 4= Introductory**

4. Career Development: Applies theories of career development across the lifespan, implements culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness

**Assignment: Supervisor Evaluation Of Student**

**KPI 5= Practice**

5. Helping Relationships: Establishes and maintains effective counseling relationships.

**Assignment: Counseling Session Recordings and Analysis, Key Assignment #2**

**KPI 9=Introductory**

9. School Counseling Profession: Applies trauma-informed care and social-emotional learning best practices, in developmentally appropriate as well as socially and culturally responsive ways. Counseling graduates apply such practices with K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.





## Appendix B: School Counseling KPI Rubrics Associated with Course for Final Evaluation

Key Performance Indicators	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
<p><b>KPI 1: Professional Counseling Orientation and Ethical Practice</b></p> <p>Recognizes and applies professional ethical standards including clear and appropriate relationships with clients (with attention to provision of services to minors), colleagues, and the community.</p>	<p>Does not meet expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community. Does not demonstrate understanding of ethical standards, with particular attention to provision of counseling services to minors. Does not demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>	<p>Does not meet expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community. Demonstrates understanding of ethical standards, with particular attention to provision of counseling services to minors, but does not consistently demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>	<p>Meets expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community. Understands the importance of maintaining appropriate boundaries with clients and colleagues, and incorporates knowledge of ethical standards whenever establishing new professional relationships. Demonstrates understanding of ethical standards, with particular attention to provision of counseling services to minors.</p>	<p>Surpasses expectations for level of training and experience when: : (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community.</p> <p>Evaluates the context of a given situation and applies sound decision making skills to maintain appropriate boundaries with clients and colleagues. Masters the application of ethical standards, with particular attention to provision of counseling services to minors.</p>
<p><b>KPI 4: Career Development</b> Applies theories of career development across the lifespan, implements culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.</p>	<p>Does not meet expectations for level of training and experience for the application of theories of career development across the lifespan. Does not implement culturally and developmentally appropriate career assessment and intervention strategies, and</p>	<p>Does not consistently meet expectations for level of training and experience for the application of theories of career development across the lifespan. Does not consistently implement culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students</p>	<p>Meets expectations for level of training and experience for the application of theories of career development across the lifespan. Consistently implements culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.</p>	<p>Surpasses expectations for level of training and experience for the application of theories of career development across the lifespan. Consistently implements culturally and developmentally appropriate career assessment and intervention strategies, and plans</p>

	plans with K-12 students for college and career readiness.	for college and career readiness.		with K-12 students for college and career readiness.
<b>KPI 5: Helping Relationships</b> Establishes and maintains effective counseling relationships.	Does not meet expectations for level of training and experience when demonstrating counseling skills during client work. Haphazardly employs counseling skills without regard to the client's needs, and without considering the selected theoretical approach.	Does not consistently meet expectations for level of training and experience when demonstrating counseling skills during client work. Recognizes the needs of the client and attempts to employ counseling skills, though these are not always consistent with the selected theoretical approach	Meets expectations for level of training and experience when demonstrating counseling skills during client work. Attends to the needs of the client, and attempts to incorporate new skills into existing repertoire. Uses counseling techniques that are consistent with the selected theoretical approach.	Surpasses expectations for level of training and experience when demonstrating counseling skills during client work. Interprets the interpersonal dynamics present and adapts to the needs of the client with appropriate pacing, reflections, effective use of questions, and appropriate use of self. Employs counseling techniques that are consistent with the selected theoretical approach.
<b>KPI 9: School Counseling Profession</b> Applies trauma-informed care and social-emotional learning best practices, in developmentally appropriate as well as socially and culturally responsive ways. Counseling graduates apply such practices with K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.	Does not meet expectations for level of training and experience in applying principles of trauma-informed care, best practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Does not demonstrate counseling best-practices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.	Does not consistently meet expectations for level of training and experience in applying principles of trauma-informed care, best practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Does not consistently demonstrate counseling best-practices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.	Meets expectations for level of training and experience in applying principles of trauma-informed care, best practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Consistently demonstrates counseling best-practices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.	Surpasses expectations for level of training and experience in applying principles of trauma-informed care, best practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Consistently demonstrates counseling best-practices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.

**Appendix C: Sample Contract and Tape permission forms**  
 (also found here: <http://psyc.jmu.edu/counseling/school/supervisors.html>)

**James Madison University**  
**School Counseling - Practicum/Internship Contract**

Student Name	Practicum/Internship Location
Term	Practicum/Internship Supervisor Name
Student Phone Number ☎	Supervisor Phone Number ☎
Student Email	Supervisor Email

JMU Supervisor Name	JMU Supervisor Phone Number ☎
JMU Supervisor Email	

**RESPONSIBILITIES OF THE PRACTICUM STUDENT:**

Start Date:	End Date:
Days of the week present:	
<b>Practicum hours:</b> 40 total contact hours for the semester 100 hours for the semester	<b>Internship hours:</b> 120 total contact hours for the semester Plus 180 indirect hours of school counseling work Total of 300 hours for the semester

- 1.) I will have liability insurance and a background check before beginning any work at the site.
- 2.) My practicum hours will include individual counseling, small group counseling, classroom lessons, and consultation.
- 3.) I will actively participate in weekly individual and group supervision.
- 4.) I will complete duties assigned by my site supervisor.
- 5.) I will fulfill all of the assignments in the course syllabus.
- 6.) I will spend one hour per week of one-on-one supervision time with my site supervisor and I will also receive an average of 1.5 hours of supervision per week from the university supervisor.
- 7.) I agree to contact both supervisors immediately if I need to contact Child Protective Services in the event of suspicion of abuse or neglect or anytime I am uncertain about a situation. My supervisors will support me in this process and will be available for assistance if needed.
- 8.) I will participate in case conferences or team presentations.
- 9.) I will keep a weekly log of my activities to document my experience reporting what I do, when I do it, for how long, and my observations and reactions. My log will record all my practicum/internship activities, including direct service, team meetings, staff meetings, process group sessions, and supplemental research. My supervisor will review and sign each practicum/internship log.
- 10.) I will ensure that my evaluations are completed by my site supervisor twice during the semester, at midterm and at semester end, and I will turn in an evaluation of my site as well.
- 11.) Any changes made to my schedule or contract will be made in writing by mutual agreement.
- 12.) I will complete all practicum/internship hours during the JMU semester term.
- 13.) I will maintain professional work ethic, attitude and dress throughout the semester.

**RESPONSIBILITIES OF THE INTERNSHIP STUDENT: (in addition to the above practicum responsibilities)**

- 1.) As a counseling intern, I will offer counseling services. Counseling services include assessment, individual counseling, group counseling, guidance activities, crisis intervention, consultation and education programs, and prevention programs.
- 2.) At least 120 hours of my internship should involve working in actual counseling situations each semester.

**RESPONSIBILITIES OF THE SITE SUPERVISOR:**

- 1.) Before the student begins, the site supervisor will complete the Supervisor Agreement, Training Materials, and Brief Survey.
  - <http://psyc.jmu.edu/counseling/school/documents/School%20Counseling%20Program%20JMU%20Site%20Supervisor%20Overview.pdf>
- 2.) Site supervisor will support the philosophy, principles, and goals of the JMU School Counseling program.
- 3.) Site supervisors will complete an evaluation of the student at midterm and end of the semester.
- 4.) Site supervisors will help the student examine student’s counseling work, including social, emotional, vocational, and educational interventions. With the supervisor, students will examine his/her use of counseling techniques, discuss ways of conceptualizing client dynamics, analyze the counseling relationship he/she establishes, and manage issues regarding his/her personal and professional development.
- 5.) The site supervisor will understand policies, procedures, and considerations relevant to P-12 settings.
- 6.) The site supervisor will review and sign all logs.
- 7.) Site supervisor will help to establish a counseling group and communications necessary to parents.
- 8.) School counseling site supervisors receive information from JMU faculty regarding not only university and program standards and expectations, but also the alignment of the student’s duties with the most recent CACREP standards.
- 9.) Internship supervisors meet with a JMU representative at least once each semester to discuss the student’s progress and make plans for facilitating the student’s professional development.
- 10.) Site supervisors provide the student with an orientation to the school: duties, hours, expectations, tour, introductions to relevant staff members, relevant handbooks (faculty and crisis), meeting schedules, school email and databases, and make themselves available to discuss any school related topics.
- 11.) Site supervisors provide a safe, secure, and non-discriminatory workplace at which the student can meet his/her educational objectives.

**RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR:**

- 1.) University supervisor will provide locations for practicum and internship students on three different levels.
- 2.) University supervisor will approve all potential practicum and internship sites according to the requirements of the Program and CACREP guidelines.
- 3.) University supervisor will conduct a practicum orientation session for students applying for practicum and will inform students about practicum and internship guidelines.
- 4.) University supervisor will ensure that appropriate ethical codes and legal statutes are adhered to by all involved with the practicum or internship experience.
- 5.) University supervisor will provide appropriate internship supervisor training materials.
- 6.) University supervisor will resolve conflicts related to a student’s internship or counseling practice in conjunction with faculty and on-site professionals.

**Signatures:**

Internship Student	Site Supervisor	University Supervisor
Date:	Date:	Date:

>>> **STUDENTS:** Refer to the JMU Student Handbook and course syllabus for further details of your practicum/internship.

# James Madison University

## School Counseling - Practicum/Internship Taping Permission Form

(form used must be approved by site supervisor and school system)

Date:

Dear \_\_\_\_\_,

My name is \_\_\_\_\_ and I am a student in the graduate level counseling program at James Madison University. I am a school counselor in training and am being supervised by \_\_\_\_\_ who is the school counselor at \_\_\_\_\_ school. I am also being supervised by NAME at James Madison University.

I am looking forward to working with your student this semester. Because I am a counseling practicum/internship student, I am required to submit counseling audio recordings to my university supervisor. The purpose of these recordings is to evaluate my work as a counselor. The identity of your child will be confidential as his/her full name will never be disclosed. The recordings are to be used for my supervision and I am required to erase them immediately following my supervision session. It is not permissible for anyone at your son or daughter's school to listen to these recordings, which are solely used for training purposes and are promptly erased. I am responsible to secure these recordings and to only share them with my University supervisor for supervision purposes only.

By signing below, you are giving me permission to meet with your son or daughter and record our sessions. If you have any questions at all, please contact either my on-site supervisor, \_\_\_\_\_, at \_\_\_\_\_ or NAME (PHONE)

I give permission to \_\_\_\_\_, a school counseling practicum/internship student at James Madison University to work with my student. I also agree that the sessions with my student may be audio recorded. I understand that the identity of my student is kept confidential and that counseling tapes are erased immediately at the end of my supervision requirement.

Signed \_\_\_\_\_  
(parent/guardian signature)