

## **PSYC 695: School Counseling Practicum Course Syllabus**

### **Course Description:**

Provides a variety of supervised field, laboratory or school experiences. Course will be graded on an S/U basis. Prerequisite(s): Permission of instructor.

### **Required Trainings and/or events:**

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))

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. Dates: February 17-18*

### **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 individual supervision sessions. During full group classes we will address topics that are relevant to the practice of school counseling. After the first two group meetings, we will co-construct topics based on your input and needs within your site. You will be asked to reflect on your field experiences with the group 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 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!

Triadic supervision involves sessions with two supervisees and one supervisor. We will determine supervision partners and the triadic schedule during the first meeting, and those will remain for the duration of the semester. We will take a split-focus approach to these sessions, whereby each supervisee has a portion of the session to discuss his or her work. During the first session, we will set up ground rules and structure that will help the three of us establish a safe and productive environment. Sessions will last 1 hour and 15 minutes.

### **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 group and/or individual sessions more than two times, or missing group and/or individual sessions (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.

**See Appendix for CACREP standards.**

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

#### ***1. Updating Professional Portfolio-(20 points)***

**CACREP Core: Orientation/Practice (b-i); CACREP School: Foundations (a), Contextual Dimensions (a, b, l), Practice (d, h-k)**

Update the Professional Portfolio assignment from PSYC 640, with the addition of the following elements: 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.

#### ***2. Counseling Practice and Supervision-(30 points)***

**CACREP Core: Orientation/Practice (b-e, m), Social/Cultural Diversity (a-b, g-h), Human Growth/Dev (e-f, h-i), Career (a-b, e-j), Counseling and Helping Rel (a-d, f-k, m-n), Assessment and Testing (b-c, e, l, k-m), Research and PE (b); CACEP School: Practice (e-g, m)**

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:

#### ***3. Action Research Presentation (30 points)***

**CACREP Core: Orientation/Practice (b-i), Counseling and Helping Relationships (c), Research and PE (b); CACEP School: Foundations (a, c), Contextual Dim (a-b, l), Practice (c-d, h-k)**

This presentation gives students the opportunity to synthesize much of the information they have learned and practiced in class around using data with their observations from their practicum site. Having read articles about action research and successful practitioner action research projects, students will not be required to carry out an action research project but rather *think through and develop a plan for an action research project* that they could foresee at their practicum site. The ultimate goal is to create an "action plan" that you intend to deliver to

a school faculty. Students will each present their presentations during the final supervision group. See Appendix D for a more comprehensive assignment description and rubric.

Note: Students are strongly encouraged to work with their site supervisors to make these proposals a reality as much as possible. This may involve presenting your action plan to administration or to faculty and putting the plan into action.

#### ***4. Large Group Presentation to Students (20 points)***

##### **CACREP Core: Practice (h); CACREP School: Practice (c)**

With consultation with your supervisor, you will seek to provide a guidance lesson (or equivalent large group presentation) to students either in-person or virtually. Circumstances and COVID-protocols will dictate what students can accomplish with this assignment. The primary goals are twofold: to gain experience presenting and managing a classroom of students and to implement and evaluate a presentation plan. Virtual lessons created in the fall are ideal for this assignment. There must however be a component where the counselor directly interacts with students. We will have ongoing individual and group conversations around this assignment throughout the semester.

Once completed, you will write a 1-2 page reflection (or record a 5 minute video) discussion the experience, classroom management, and differentiated instruction.

#### **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 first individual supervision session.
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 logbook 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).

### **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>

**Tentative Schedule – Subject to change**

Date	Highlights	Assignments due
Jan 19	Group Meeting #1	<b>Professional liability insurance Supervision Assist: Site Contract, Supervisor Agreement</b>
Jan 26	Triadic	<b>Individual learning goals</b>
Feb 2	Group Meeting #2 <i>Understanding Your School and Role Broaching, Cultural Responsiveness, and Related Topics</i>	
Feb 9	Triadic	
Feb 16	NO CLASS – ASIST Training	
Feb 23	Group Meeting #3 <i>Managing Student Emotions (and Your Own Too)</i>	
Mar 2	Triadic	<b>Logbook check-in</b>
Mar 9	Group Meeting #4 <i>Technology</i>	
Mar 16	<b>NO CLASS: SPRING BREAK</b>	
Mar 23	Triadic	<b>Reviewing/updating goals</b>
Mar 30	Group Meeting #5 <i>Restorative Justice and Schoolwide Responsive Programming</i>	
Apr 6	Triadic	

<b>Apr 13</b>	Group Meeting #6 <i>Developing Appropriate Interventions</i>	
<b>Apr 20</b>	Triadic	<b>Assignment #4: Large Group Presentation to Students (Reflection)</b> <b>Logbook check-in</b>
<b>Apr 27</b>	Group Meeting #7 <i>Terminations</i> <i>Action Research Presentations Pt. 1</i>	<b>Assignment #3: Action Research Proposals</b>
<b>May 4</b>	Triadic	
<b>May 11</b>	FINAL EXAM WEEK: Group meeting #8 <i>Action Research Presentations Pt. 2</i>	<b>Assignment #1: Updating Professional Portfolio</b> <b>Assignment #2: Recordings</b>  <b>*Logs and any other outstanding practicum paperwork completed</b>

**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:** \_\_\_\_\_

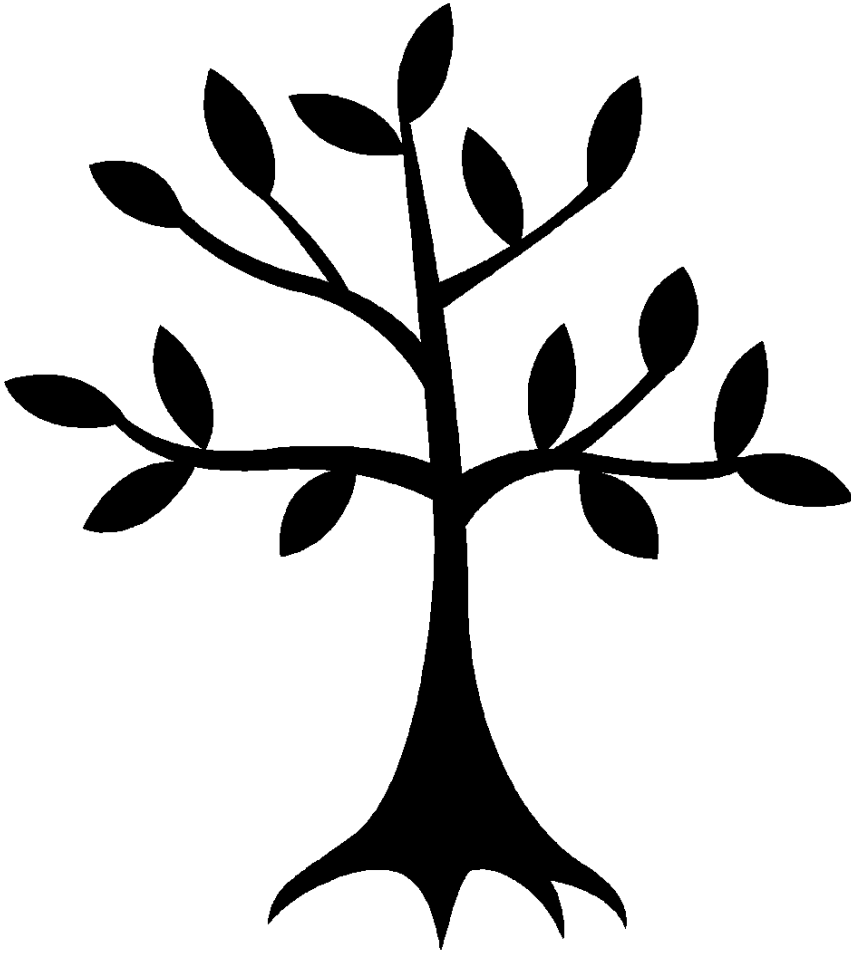
**Session Length:** \_\_\_\_\_ **Session Number with Client:** \_\_\_\_\_

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: CACREP CORE AND SCHOOL COUNSELING PROGRAM STANDARDS

### 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
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- 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

In addition, the course addresses the following standards associated with the Professional Counseling Identity (CACREP, 2016 Standards). These Professional Identity Standards are incorporated into readings and discussions throughout the course:

## **CACREP CORE STANDARDS**

### **1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**

- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. current labor market information relevant to opportunities for practice within the counseling profession
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

### **2. SOCIAL AND CULTURAL DIVERSITY**

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy e. the effects of power and privilege for counselors and clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

### **3. HUMAN GROWTH AND DEVELOPMENT**

- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

### **4. CAREER DEVELOPMENT**

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and lifework planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally relevant strategies for addressing career development

## **5. COUNSELING AND HELPING RELATIONSHIPS**

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- c. theories, models, and strategies for understanding and practicing consultation
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships e. the impact of technology on the counseling process
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans
- i. development of measurable outcomes for clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to a variety of communitybased resources l. suicide prevention models and strategies
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- n. processes for aiding students in developing a personal model of counseling

## **6. GROUP COUNSELING AND GROUP WORK**

- b. dynamics associated with group process and development
- c. therapeutic factors and how they contribute to group effectiveness
- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members
- f. types of groups and other considerations that affect conducting groups in varied settings
- g. ethical and culturally relevant strategies for designing and facilitating groups
- h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

## **7. ASSESSMENT AND TESTING**

- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes
- i. use of assessments relevant to academic/educational, career, personal, and social development
- j. use of environmental assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

## **8. RESEARCH AND PROGRAM EVALUATION**

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

## **CACREP CORE STANDARDS INCLUDED IN KPI'S**

### ***KPI 1= Reinforcement: Supervisor Evaluation Of Student***

- 1: b, c, d, e, f, l, m
- 2: a, e, h
- 3: a, f, g, i
- 4: a, b, f, g, h, i, j
- 5: a-n
- 7: b, c, e, l, j, m
- 8: b, c, e



Curriculum and Instruction for Diverse Learners									X									
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***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: 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***

8. 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> 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</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</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</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</p>
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	strategies, and plans with K-12 students for college and career readiness.	with K-12 students for college and career readiness.	readiness.	strategies, and plans with K-12 students for college and career readiness.
<b><i>KPI 5: Helping Relationships</i></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.

<p><b>KPI 9: School Counseling Profession</b></p> <p>Applies traumainformed 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.</p>	<p>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 bestpractices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.</p>	<p>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 bestpractices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.</p>	<p>Meets expectations for level of training and experience in applying principles of traumainformed care, best practices in socialemotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Consistently demonstrates counseling bestpractices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.</p>	<p>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 bestpractices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.</p>
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**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 Email	JMU Supervisor Phone Number ☎
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**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.  
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<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)

## APPENDIX D

### ACTION RESEARCH PRESENTATION RUBRIC

Educators and researchers in school counseling alike agree that data play an essential role in school counseling practice. One method that school counselors can utilize to guide data-driven practice is found in action research. In addition to providing guidance to regular data-driven practice, action research can build community among school counselors, engender an improvement orientation, and help counselors remain committed to the highest standards of professionalism (Rowell, 2005).

As stated in the syllabus, this presentation gives students the opportunity to synthesize much of the information they have learned and practiced in class around using data with their observations from their practicum site. Having read articles about action research and successful practitioner action research projects, students will not carry out an action research project but rather *think through and develop a plan for an action research project* that they could foresee at their practicum site. The ultimate goal is to create an "action plan" that you intend to deliver to a school faculty. Below are suggested steps and requirements for the presentation as well as grading criteria:

#### Steps and Requirements

1. *Identify an area of focus.* Consider an issue that a specific student population faces at your site. You can use public data online about your site school to help brainstorm. Consult NC School Report Cards (<https://ncreportcards.ondemand.sas.com/src/>) and NC Teaching Working Conditions (<https://ncteachingconditions.org/index>) websites for general areas of focus. Based on your observations, refine your population and issue. For example, seeing school discipline is a problem, you want to investigate what to do for a group of 7<sup>th</sup> grade boys who continually get referred for discipline issues. **Note: It will also be important here to also consider the culture of both the population and the school.**
2. *Present and discuss the project with site supervisor.* Your site supervisor will be a valuable resource in finding a focus area at your site worth exploring. Present the scope of this project and offer that you will share your work with the site supervisor at the end of the semester.
3. *Conduct a brief review of literature on area of focus.* Exploring the literature out there on your focus area will inform what data you need to collect as well as the premise for your action plan. The presentation should include APA references with at least five (5) peer-reviewed resources. *Professional School Counseling* and *Journal of Counseling and Development* are two great resources.
4. *Identify data needed and collaborators.* Distinguishing between quantitative (e.g., numbers) and qualitative (e.g., experience) data, report the sources of the types of data you have (e.g., through public domain, your observations, or whatever your site supervisor approves and shares) and their relevance to your focus area. Additionally, consider the personnel (e.g., teachers, resource specialists) and other parties (e.g., parents, community members) with whom you would want to collaborate and/or consult. You are not required to collect data or involve others but instead plan for this hypothetically.
5. *Propose a preliminary action plan.* With what you have hypothetically (and, to some extent, we hope, actually) collected, develop an action plan. This represents the summation of all of your previous efforts as well as your proposed action (i.e., **this is what you will present to the class**). You should write with your audience in mind (i.e., the school's faculty). Imagine you are presenting your findings to the faculty. Ask yourself how you would present the material in an engaging and meaningful manner. Your action plan must contain the following elements (Mills, 2003):



- **Area of Focus Statement:** This statement summarizes your concern and the purpose of your proposed action. It should include a brief description of the school and the specific population you wish to help.
- **Define your Variables:** What are you studying (e.g., student performance, discipline)? How you are defining that variable (e.g., student performance is how well students perform on their End of Year tests)?
- **Proposed Research Question:** What are you asking? This should be your one or two questions.
- **Literature Review:** What did you find out about this issue that others are doing? What have authors written about this issue?
- **Data Collection Ideas:** What have you or do you wish to collect? From whom? Why?
- **Collaborators:** With whom have or do you wish to collaborate or consult? Why?
- **Proposed Action:** What is your current idea to address the issue? Why should the faculty and your principal consider this issue important?

### **Grading Criteria**

**Complete (10 pts.):** All of the requirements listed in the steps above have been met (examples: action plan includes all components; at least 5 peer-reviewed articles used).

**Relevant (5 pts.):** The issue addressed within the presentation is relevant to your site school. The language of your presentation also makes the issue relevant to the target audience (namely, the school's principal and faculty).

**Clear (5 pts.):** The presentation has a logical flow that the audience can understand.

**Concise and Engaging (5 pts.):** The presentation should take 15-20 minutes. Points should be made in a succinct and crisp manner. You can use whatever medium you would like (examples: PowerPoint, Prezi), but make sure your presentation engages the audience to get them to think about the issue.

**Remember, the ultimate goal of this assignment is one of leadership: to influence others toward an action that benefits students.**