CEP 894C  
Fall Semester, 2008  
Counseling Practicum

Instructors:

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Section</th>
<th>Location</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robbie J. Steward, Ph.D.</td>
<td>001-112</td>
<td>Ernst Bessey Hall</td>
<td>Thursday, 4:10-7:00pm</td>
</tr>
<tr>
<td>Douglas M. Neil, Ph.D.</td>
<td>002-C300</td>
<td>Wells Hall</td>
<td>Thursday, 4:10-7:00pm</td>
</tr>
<tr>
<td>Matthew Diemer, Ph.D.</td>
<td>003-C214</td>
<td>Wells Hall</td>
<td>Thursday, 4:10-7:00pm</td>
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I. **Course Description.** The Counseling Practicum is required of all master’s candidates in School and Community Counseling. Completion of counseling core coursework (CEP 860A, 861, 862, 863, 864, and 865) is a prerequisite. The practicum is a part-time experience in a field setting. Emphasis is placed on having a wide range of experience within the field setting, including some or all of the following: learning about procedures and practices of the setting, counseling with individuals and groups, preparation for session, preparation for supervisory sessions, general work of the agency or office, and learning opportunities found within the setting. A significant time commitment will be necessary. All students should arrange their schedules accordingly.

II. **Purpose of Practicum.** The counseling practicum provides a degree candidate with a vehicle for acquiring supervised counseling experience within a field setting. All practicum students are required to have a 100-clock hour practicum. Becoming a professional counselor involves not only the learning and blending of theory and skills but a professional socialization process as well.

III. **Required reading.** Texts will be used from which selected portions will be assigned for discussion in group supervision. In addition to limited assigned readings, students are encouraged to seek out sources for independent study. A variety of books, articles and papers may be suggested and/or required during the semester. The following are required texts:


**Recommended Reading**


IV. **Arrangements for Practicum site.** Students are encouraged to work in a field setting that will provide them with a full range of experience in working with individuals, groups, and other aspects of the counseling office operation. Students assume primary responsibility for finding a practicum site. The practicum instructor may be helpful in identifying possible sites. Once a site is found, the program faculty must approve the site selected. Site approval will be given if the site meets basic requirements (outlined in the practicum site agreement form). Site selection should be completed and all arrangements made well in advance of the practicum experience.

V. **Duties of Practicum Field Supervisors.**

Each field supervisor is expected to:

A. Provide space for the student to work in an atmosphere that is available for the confidential nature of counseling.

B. Orient the student to the field setting.

C. Arrange for counselees/clients with whom the student can work on a continuing basis (three or more weekly client contacts of 20+ minutes - depending upon the age and maturity of the client).
D. Submit two evaluative reports to the practicum instructor - the first is mid-semester, and the second, one week before final examinations begin. Report forms will be distributed in class and posted on ANGEL.

E. Provide weekly supervision of 45-50 minutes to assist the student with cases that the student is handling.

VI. **Responsibilities of Students: Client Contact Rules.** Students are encouraged to counsel both individuals and groups during the course of the practicum. A few rules, however, should be clearly stated. They are:

A. Our time with each client is relatively brief and we need to be mindful that we are providing each client with a **structure** for understanding the Purpose, Responsibilities, and Expectation (PRE) within counseling. Often it is necessary to provide this structure more than once with a given client. Clients and counselors often report a more satisfying counseling experience when these issues are addressed.

B. The focus of our work as counselors, whether working with individuals or groups, is upon helping clients make choices and changes within their lives that are within their control. We do not participate in groups where facilitators encourage clients to focus on individuals that are outside of the group (e.g., family members or other persons that they may be in conflict with). Clients are sometimes quite willing to assign the responsibility for their actions to others and at other times to assume responsibility for bringing about change that is beyond their control. We have a responsibility to see that they focus upon what they can handle—and that they make significant changes that improve their lives as the result of their meetings with us.

C. Our participation in group work also needs to be focused on bringing about change. Some groups may be based upon principles outside the scope of our roles as counselors. We should not become involved in these types of groups. If we are leading a group, we want to be active participants. Groups need structure. Members have little idea of the potential that can be realized from group counseling unless we describe this to them, perhaps repeatedly. Practicum counselors should co-facilitate groups with experienced, licensed professionals.

VII. **Time Commitment.** Students should enroll for six semester credits. Of the 100-clock hour total, 50 or more clock hours are devoted to various forms of face-to-face contact.

A. Activities which may be included within the 50-hour face-to-face contact requirement:

1. Counseling with individuals and groups (application of counseling, consultation, or human development skills)
2. Presentations concerning services, counseling issues, and any other function of the Guidance and Counseling Office

B. Activities which may **NOT** be counted toward the 50-hour requirement:

1. Staff meetings*
2. Case presentations*
3. All forms of supervision (on-site, MSU group supervision, and MSU Individual supervision)*
4. Client advocacy*
5. Preparation for counseling, reading about methods for working with a particular client, and preparations for supervision.*
6. General work of the counseling office*

*these activities may be counted toward the 100-hour requirement along with all other practicum related activities

Note: in order for activities not noted above to be included in either clock-hour category, they must be cleared through all practicum instructors. Please send an e-mail to each instructor (devine@msu.edu, neildoug@msu.edu, diemerm@msu.edu). Once the faculty have had an opportunity to discuss the nature of the activity in question, a response will be e-mailed to all members of all sections of CEP 894C.
VIII. **Instructional and Supervisory Format.** The practicum course will have three formats:

A. **GROUP SUPERVISION.** A program faculty member is assigned to meet with students in each group supervision section. These sessions will be devoted to discussing common issues, learning about helping strategies, considering ethical issues, discussing assigned readings, and generally improving each student’s knowledge of counseling practices and the counseling profession. **All students are required to bring an audible tape or video tape of a recent counseling session to each group meeting. Failure to provide a recorded example of your work when requested will negatively affect your final grade.** The group supervisor may request that you provide the audio recording of any client for further review (all students are required to audio record all clients). Audiotapes are not to be erased until all supervisors have had the opportunity to meet with the counseling student in supervision. After each supervisor has had the opportunity to review your recorded session, please promptly erase tapes to protect clients’ confidentiality. **Do not keep collections of taped client sessions.**

B. **INDIVIDUAL SUPERVISION.** Individual appointments with the university supervisor will focus on improving clinical skills. A one-hour, weekly session with the university supervisor is required. **Please plan to bring an audible tape of a recent counseling session for critique and half-page session summary to each individual session.**

IX. **Course Expectations.**

A. Consistent, punctual, and regular attendance to class, individual supervision, and practicum site is **essential** to passing the course.

B. Audio taping or video taping all individual counseling sessions each week of the practicum is required. Students are required to bring at least one tape for review to the class meeting following the most recent session with their client. As noted above, the group supervisor may request that a student produce/provide a tape of any client for which the student is receiving supervision at Michigan State University. **Field supervisors are encouraged to utilize the student’s tapes during site-supervision.** When tapes are prepared, they will be labeled with the **client identifier, the session number, the date of session, and the counselor’s name.** **Client names should not be used when labeling tapes.** As stated above, bring a recent tape to each individual and group meeting.

The following represent special situations when taping may be a concern. Please note the prescribed procedures in each situation:

1. **Minors and vulnerable adults:** Practicum students do not provide counseling services to children (minors under the age of eighteen) or vulnerable adults without the written consent of their legal guardian. In the initial meeting when consent is not available immediately (e.g., school environments) the student should provide a basic overview of the counseling process, review the procedure and reasons for obtaining consent, provide a consent form to be completed by the parent/legal guardian (this may also be mailed), and schedule a follow-up appointment for the minor/child to return the form as soon as possible. This initial meeting should be brief and **should not include any form of intervention.** Practicum students **do not conduct a second session with children without a signed consent form.** In cases where parents do not consent to treatment, practicum students are required to recommend alternative forms of treatment with the assistance of their on-site supervisor. If you are involved in an on-site emergency situation and you do not have a parent’s written consent to work with their child, seek assistance from your on-site supervisor. **Do not provide emergency interventions for a minor, for whom you do not have written consent, without a licensed professional present.**

2. **Clients that revoke consent to tape after the counseling relationship is formed:** Clients that revoke their consent to be taped mid-way through the counseling relationship present an interesting set of ethical concerns. In cases such as these, issues of abandonment, breakdown in the counseling relationship, and professional boundary violation abound. For these reasons, and others, it is **imperative that one condition of the counseling relationship with a practicum student (you) is taping of sessions.** If it is made clear to the client in the beginning that the outcome of revoking consent (which is the client’s right) will likely result in transitioning the client to another mental-
health professional, the client will then have received the appropriate information to give or withhold consent at the beginning of the counseling process. **If the client does not consent to taping, do not continue with any sort of intervention and do not make a second appointment.**

In spite of all that you may do to obtain informed consent at the beginning of the relationship, clients may still revoke consent (i.e., ask you to turn off the recorder before telling you something “important”). Before agreeing to turn off the tape, remind the client of their consent to be taped and the outcome of revoking consent. You, the counselor, are an important member of the counseling relationship; you have the right to maintain your position that you need the opportunity to receive feedback on your work through your tapes. Though your client has the right to “turn off the tape,” you have the right to hold the client to the conditions outlined at the beginning of your relationship. Conversations resulting from a client’s request to turn off the tape almost always lead to discussions more productive than the experience of telling the “secret.” If you are not able to resolve the concern for the client, turn off the tape and begin the process of transitioning the client to a new therapist.

C. Use the following guideline in preparing for classroom presentations which should include playing a segment of a counseling session. The intent of all presentations is to present the client, present questions to colleagues regarding conceptualization of client issues, and to solicit feedback from colleagues about counseling skills/techniques/interventions used. Be prepared to present at least one client each week. Also, be prepared to present one formal case conceptualization, of one of your individual clients, from 3 theoretical orientations before the end of the semester. It is your responsibility to schedule this in advance. The following provides a guideline for case presentations.

1. Client demographic information (do not include specific identifying information)
2. Client’s culture and ethnic background
3. Client’s presenting concern
4. Client’s bio/psycho/social history
5. Counselor’s theoretical orientation
6. Counselor conceptualization of the client (you will use three theoretical orientations for the formal presentation
7. Counselor critique of counseling session (things you did well and aspects of the session that need improvement)
8. Counselor concerns about relationship dynamics (if any)
9. Counselor plans for future work with the client
10. Counselor questions for the group (you may wish to make these known before your presentation)

D. Typewritten intake notes and/or case conceptualization of each of the clients or groups should be maintained in a confidential, secured location within the practicum site. The onsite supervisor and the program individual supervisor will periodically review notes for clarity, comprehensiveness, and status.

E. Process Notes, (these are to be kept in a locked area on site), must be maintained and kept updated. Use the guidelines that have been provided by the site or if there is no standardized way of writing notes, process notes modeled in CEP 863 should be followed.

F. Typewritten transcripts of counselor’s comments in sessions for each client (should accompany you to class with each tape.) Students are expected to make 2 copies of each transcript: one for the instructor* of the course and one for themselves so that they will have the opportunity to engage in an independent self-critique prior to receiving feedback from the individual supervisor. All necessary forms and strategies for evaluation are to be downloaded from the CEP 894C ANGEL course management website (www.angel.msu.edu). No transcripts are expected for group counseling sessions. In the case of group counseling activities, a brief description of the overall group and each of the group members must be provided.

* If satisfactory counseling competency is exhibited with a number of individual clients from intake to termination and requirements for practicum completion are met (not less than five sessions for three clients – or the equivalent of 15 session hours), typewritten transcripts will not be required during the second half of the semester. The course instructor will notify each student individually when transcribing is no longer required.
G. Self-evaluation of counseling skills exhibited during each session (i.e., identifying both strengths and areas to be strengthened during subsequent sessions). (Session Critique form)

H. **Termination Summaries** of each client and group are to be maintained in a secured place within the practicum/internship site at the conclusion of your work with each client. The termination summary marks the end of your relationship with each client. **Relationships with clients are not to be left open ended.** If a client stops attending sessions with you, check with your on-site supervisor to determine the course of action to be taken to bring about closure with the client. **Failure to follow up with a client that stops attending sessions may be construed by the client, their lawyer, and your counselor peers as abandonment.** If your site does not have a closure procedure, consult with your faculty supervisor to determine how to proceed.

I. **Evaluations:** The following forms should be submitted to your faculty supervisor at mid-term and the last week of the semester. The forms are available on ANGEL and should be downloaded and presented to each supervisor at least two weeks before they are due. Both sets of evaluations should be attached to their respective letters contained in each of the evaluation folders in ANGEL. In the event that additional forms are added, you will receive an e-mail notice.

<table>
<thead>
<tr>
<th>On-site Supervisor</th>
<th>MSU Individual Supervisor</th>
<th>Practicum Student</th>
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<tbody>
<tr>
<td>Cover letter (mid-term/final)</td>
<td>Individual Supervisor’s Eval of Student Counselor’s Skills</td>
<td>Self-assessment of basic helping skills (mid-term/final)</td>
</tr>
<tr>
<td>Student Evaluation Form</td>
<td>Student Counselor’s Skills</td>
<td>Student Counselor Evaluation of supervisor (site and MSU) (final)</td>
</tr>
<tr>
<td>Site Supervisor’s Eval of Student Counselor’s Skills</td>
<td>Individual Supervisor’s Assess of basic helping skills</td>
<td>Site Evaluation Form (final)</td>
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</tbody>
</table>

**Note:** All forms should be signed, copied and placed in the practicum portfolio. **Original documents should be submitted to the practicum instructor by the last day of class.** Practicum instructors and office staff will not remove documents from portfolios to copy for student files. **Failure to produce separate and complete packets of evaluation forms will result in an Incomplete grade for the semester.** If your site does not have a closure procedure, consult with your faculty supervisor to determine how to proceed. In these cases, faculty will review resubmitted packets after the beginning of Spring Semester 2008. **Internship hours will not start until the practicum course requirements are complete.**

J. Each student will develop a Counseling Practicum Portfolio (using false client first names) that will include all of the above and a **log of all professional activities** (except process notes—these do not leave the practicum site). This Log of all professional activities will provide an overview of the number of clients seen, the demographics of the clients seen, clients’ presenting problems, the length of the counseling relationship, attendance at professional in-services, conferences, etc., number and types of groups, etc. A recommended outline for portfolio organization will be posted on ANGEL. **Portfolios will be due on the last day of classes, December 5, 2008, including all final evaluations and time the composite time log.**

K. All practicum students will write their own **letter of recommendation** highlighting their knowledge and counseling skill level in the third person singular. This should be the last item in the Portfolio.

L. Each student will keep a **COMPOSITE LOG OF TIME ALLOTED TO TASKS** during the semester. This will be inspected by the field supervisor on a weekly basis or at whatever interval is established as convenient and appropriate by the field supervisor. The **COMPOSITE LOG** will be brought to each individual and group meeting with the practicum instructor for review as needed. Both the student and the field supervisor will verify the accuracy of this log at the semester’s end. This record of student activity is required for the completion of course requirements. This time log will become part of the student’s training record. See section VII above for a list of activity categories.

In addition to the Composite Log of Time, students will also complete a Log of Professional Activities. This log will include practicum field placement(s), client demographics, number of contacts per client, and client presenting concerns. This log will become part of the student’s training record and will be used to reference a student’s clinical experience when faculty members prepare letters of recommendation, etc.

M. Prepare a **WEEKLY CLIENT ACTIVITY REPORT** (divide clients by group and individual MSU supervision settings) for each group and individual supervision session. **Be prepared to go over both lists**
with the section instructor each week. To maximize counseling and supervision outcomes, please determine early in your work with a client whether you will receive supervision for individual clients in group or individual supervision.

N. Experience as a counselor supervisor: Each practicum student will participate in counselor supervision during the practicum experience. Early in the semester, the practicum faculty will assign each practicum student a first-year MA Counseling student to meet with in the capacity of supervisor. Time and space will be made available for the laboratory experience. As supervisor, you will have access to the second and third tape (of the four tape series) of the first-year student’s mock-counseling experience. During your supervision session, you will implement supervisory skills covered and modeled for you during the first half of your practicum experience. At the conclusion of the supervision session, you will produce a supervision note and report orally to your practicum section on the outcome of your session with the first-year student. The supervision session will be recorded. The following is a list of tentative mock counseling dates:

<table>
<thead>
<tr>
<th>Taping Dates</th>
<th>Mock Supervisor Review and Session Dates</th>
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<tbody>
<tr>
<td>Tape #1</td>
<td>September 22-26 Due Sep 29 faculty review and grade</td>
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<tr>
<td>Tape #2</td>
<td>October 13-17 Due Oct 20 October 21-Oct 30 (transcript review only)</td>
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<tr>
<td>Tape #3</td>
<td>November 3-7 Due Nov 10 November 11-18 (transcript and session)</td>
</tr>
<tr>
<td>Tape #4</td>
<td>November 19-26 Due Dec 5 faculty review and grade</td>
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O. Each practicum student will complete and present a set of formal documents representing their understanding/conceptualization of one client over the course of the semester:
   a. Intake/Assessment Report (early-semester)
   b. Case Conceptualization (using at least three theoretical orientations)/Treatment Plan (mid-semester)
   c. Treatment Summary (semester-end)

(Note: These reports should resemble work submitted in CEP 865)

**Special Note:** Any documentation of activities that fall beneath this minimum may result in either a 0.0, Incomplete or Deferred grade. As soon as you become aware that your site will not be able to provide the necessary experiences for passing practicum, it is critical that you notify your instructor and make every effort to identify an alternative site that will allow you opportunities to show your competence. In the event that you are still unable to complete all written and/or hourly requirements for practicum, your course instructor will give you a deferred grade (D) or an incomplete grade (I). In either case, you will be ineligible to enroll for more than 9 credit hours of internship the following Spring semester. Successful completion of practicum is a prerequisite for full-time enrollment in internship. Failure to complete all requirements for practicum during the fall semester will automatically require you to complete at least three additional internship credits during the first session of the following summer term for a total of twelve internship credits.

P. Each practicum student is required to attend the program Brown Bag meeting addressing professional development. This year it will be held on Thursday, December 4, 2008, in 112 Bessey Hall, 5:30-8:00pm. This is a mandatory meeting, so make plans to attend until 8pm. It is your responsibility to work with your fellow practicum students to development a 30-minute power-point presentation addressing practicum/internship identification, selection, supervision, and critical issues to consider once placement has occurred. This presentation is expected to include input from all and each member present must assume responsibility in the process. Presenters should be prepared to facilitate a follow-up question-and-answer session with 1st year students. Refreshments will be served.

X. Special needs. If any person needs special accommodation or assistance for any aspect of the course, please inform the assigned instructor immediately.

XI. Client homework. Most clients derive benefit from working on their concern in some manner between sessions. Whether this takes the form of exploring, keeping a log, making various contacts—or whatever, depends upon the client and circumstances of the situation. Make the homework something the client is likely to do and is likely to benefit from doing. However, the word “homework” may not be the best term. Use a palatable and understandable term.
XII. **Confidentiality.** Counseling is a confidential relationship. Your client may or may not initially understand this. As described in PRE, confidentiality needs to be explained, but occasions when confidentiality cannot be maintained also must be clearly defined. You may well be tested by some clients as to whether or not you maintain this confidentiality. In meetings with your supervisors and other practicum students, refer only to the first name (and last initial if necessary) of the individual. Do not mention a client’s last name, setting, or any other identifying information. For example, you may tell the class that a female client works for a large retailer like Sears (if she works for another retailer) or a male client lives in a small city such as Mason (if he lives in a small city other than Mason).

In addition to maintaining confidentiality with regard to information we receive from clients, we are obligated to treat information we hear within our class with the same confidentiality. **Share confidential information with no one outside of the assigned class time and place of supervision.** The singular exception is the occasion/s when the site supervisor or agency director needs to be notified because of potential harm to the client or someone else.

XIII. **Student insurance.** Every practicum student should consider the merits of obtaining liability insurance. Although the possibility of being sued may not be great, the financial consequences, whether the student is innocent or guilty, could be considerable. Some affordable insurance options are listed below:

- American Counseling Association
  5999 Stevenson Avenue
  Alexandria, VA 22304 Telephone: 800-247-7989

- Healthcare Providers Service Organization (HPSO)
  www.hpsso.com
  800-982-9491

XIV. **Professionalism.** While the importance of practicum students presenting themselves honestly is stressed, students sometimes do themselves a disservice and reduce their potential as helpers by the way they describe themselves. Rather than saying, “I’m not a member of the staff. I’m just a graduate student working here this semester” you might better say, “I’m helping people like you as part of my advanced training in counseling.”

In addition to professionalism with clients, it is also crucial to your future success that your professional peers (on site and in class) view you as a competent professional. Although you may doubt your competence or the training experiences that you have had, we assure you that you are developmentally on course as a novice counselor. Resist the temptation to down play your training or your counseling skill. The M.A. Counseling Program has a reputation for rigorous training and exceptional students. Although it is not possible to prepare you for “every” counseling situation, you have the information you need to proceed: You know where to find the information that you do not have at any given moment and you have knowledgeable supervisors willing to assist you. To berate the program, its faculty, or yourself will ultimately result in unnecessary problems for you; and, it will be viewed by seasoned professionals as a form of externalization, or your inability to manage normal anxiety in the work setting. If you are feeling anxious, bring these concerns to your MSU group supervision or individual supervision sessions where they can be appropriately addressed in a professional manner.

In addition, it is imperative that your attire presentation is professional. Appearance as a professional is important because it is associated with degree of knowledge, leadership, respectability, and authority within an organizational setting. Our expectation is that trainees’ appearance must at least meet the usually ‘unspoken’ dress code of the professionals in your setting who provide similar services. In your observations you will find that there is a range of appearances even among professionals on a site. Identify the dress standard at the upper end of the ‘professionalism’ scale and use it as a gauge on which to base your presentation. Generally speaking observers should be able to distinguish between the professional counselor and clientele based on demeanor and appearance. Remember that you are not only representing yourself, but the profession of Counseling, and Michigan State University.

XV. **Reimbursement for services.** Practicum students may be paid for their services at the discretion of the school or agency at which they are working. While it is recognized that a student is not fully credentialed and the practicum is a learning experience, a practicum student is providing considerable service to the agency or office.
XVI. **Grading.** The practicum experience is numerically graded. Grading for the internship is based upon the following:

- A. Class attendance and participation is required.
- B. Evaluations/Reports from supervisors
- C. Class discussion and readings as assigned.
- D. Quality of the **PROFESSIONAL PORTFOLIO** submitted.
- E. Evidence of time allocation as reported in the **COMPOSITE TIME LOG**.
- F. Evidence of work quality as presented to the practicum instructor (e.g., reports, presentations).
- G. Quality of work as displayed on the **WEEKLY CLIENT ACTIVITY REPORT**
- H. Quality of preparedness and participation in class sessions.
- I. Preparedness and receptivity to learning exhibited during the class and individual meetings.
- J. Professional Development Activities

XVII. **Deferred grades.** To protect the best interest of students, faculty, and cooperating schools or agencies, deferred grades are **not** given for the practicum experience. Students who have not completed the contracted hours or satisfactorily completed other requirements must formally request an Incomplete for the semester and complete course requirements after the first day of the following semester. Internship hours may not begin until practicum requirements are complete.

XVIII. **Interim between Fall and Spring Semesters.** Students are permitted to function in the role of student counselor between the first and last day of each semester of the practicum and internship experiences. **Students are not permitted to see clients between the last day of Fall semester and the first day of Spring semester.**

Likewise, students are not permitted to accrue internship hours before the first day of Spring semester 2008. The primary reason for this policy is that the university will not recognize your training status outside of your enrollment dates. Without this status, any practice of counseling by students would be considered unethical and illegal in the State of Michigan.

XIX. **Basic Expectations of Students at Michigan State University:**

All rules governing scholarship and social behavior at Michigan State University are required of students enrolled in this course. Specifically, students are expected to follow guidelines of academic integrity as outlined in the **Graduate Student Handbook** (published by the university). Suspected cheating (including plagiarism) will be reported to the appropriate university officials for further investigation. Incidents of substantiated cheating may result in one or more of the following: a failing grade in this course, dismissal from the MA Counseling Program, dismissal from the university.

**Expectations Regarding Student Conduct:**

Listed below are a few guidelines that will promote a positive learning environment for you, your colleagues and your instructor. This list is not comprehensive. It comprises basic social expectations that instructors in the MA Counseling Program have of students enrolled in program courses:

1. Students will use respectful language and respect the rights and opinions of others when speaking with one another and the instructor.
2. Students will avoid disruptive behaviors in class (e.g., chronic tardiness, talking in class on unrelated topic(s), consuming food/drink in a disruptive manner, reading newspapers or other non-class related material, “packing up” before the end of class).
3. Students will accept feedback (including but not limited to) regarding conduct and academic performance in a mature manner consistent with professional standards.
4. Students will strive to integrate feedback and will consult with the instructor regarding ways in which feedback may be incorporated. Failure to incorporate feedback may result in consequences including, but not limited to, inhibiting the development of counseling skills and competencies, interpersonal conflicts with instructors and/or peers, and/or cumulative grade reductions.

A student’s consistent violation of the behavioral expectations noted above and inattention to feedback may result in a lower grade in this course, may influence the content of the student’s annual evaluation letters, and may affect faculty’s letters of recommendation for post graduation activities (i.e., job search, application for doctoral programs). The instructor will provide students with a first warning by e-mail; a second warning will
occur in a formal meeting with the instructor; and any subsequent warning, at the discretion of the instructor, will result in the student’s required presence at a formal program faculty meeting to discuss the status of the student in the program.
# Course Schedule

Faculty instructors reserve the right to alter the order of class readings/discussion. This syllabus is subject to change with prior notice.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/28</td>
<td>Course Overview</td>
<td>Due: Practicum agreement forms (Baird-Ch.4)</td>
</tr>
</tbody>
</table>

**Week 2** 9/4  
Due: transcripts and tapes, outline for informal case presentation, *Tape Critique Form(s), Log of Professional Activities, Composite Log of Time, Client Activity Report (Individual/Group)*. These documents will be due at each group supervision session throughout the semester.  
Baird-Ch.5 (supervision)

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<tbody>
<tr>
<td>2</td>
<td>9/11</td>
<td>Due: Emergency Contact/Procedure Form</td>
<td>Discussion: Ethics in the counseling profession (Baird-Ch.3)</td>
</tr>
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<th>Week</th>
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<tbody>
<tr>
<td>3</td>
<td>9/18</td>
<td>Discussion: diversity</td>
<td>(Baird-Ch.6)</td>
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<tr>
<td>4</td>
<td>9/25</td>
<td>Discussion: counseling records</td>
<td>(Baird-Ch.8)</td>
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<tr>
<td>5</td>
<td>10/2</td>
<td>Discussion: stress and self-care</td>
<td>(Baird-Ch.9&amp;10)</td>
</tr>
<tr>
<td>6</td>
<td>10/9</td>
<td>Discussion: assessing risk for suicide</td>
<td>Scheduling of formal case presentations</td>
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<tr>
<td>7</td>
<td>10/16</td>
<td>Discussion: mid-semester evaluation (from all supervisors)</td>
<td>(Baird-Ch.6)</td>
</tr>
<tr>
<td>8</td>
<td>10/23</td>
<td>Discussion: starting the closure process</td>
<td>Mock supervision of tape #2</td>
</tr>
<tr>
<td>9</td>
<td>10/30</td>
<td>Discussion: dual relationships</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11/6</td>
<td>MA Counseling Certifying Examination</td>
<td>(November 6th from 4:00 – 7:00 p.m. – 111 Bessey Hall)</td>
</tr>
<tr>
<td>11</td>
<td>11/13</td>
<td>Discussion: diagnosis of clinical and personality disorders</td>
<td>Mock supervision of tape #3</td>
</tr>
<tr>
<td>12</td>
<td>11/20</td>
<td>Thanksgiving Holiday: No class</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>11/27</td>
<td>Discussion: Closure with clients</td>
<td>(Baird-Ch.12)</td>
</tr>
<tr>
<td>14</td>
<td>12/4</td>
<td>Brown Bag meeting addressing professional development. (112 Bessey Hall; 5:30-8pm after class)</td>
<td>The collective group powerpoint presentation is required.</td>
</tr>
<tr>
<td>15</td>
<td>12/5</td>
<td>Due: Portfolio (including all documentation and the composite log of practicum hours)</td>
<td></td>
</tr>
</tbody>
</table>

12/5 Due: Portfolio (including all documentation and the composite log of practicum hours)