

**TCE 514 – Practicum II  
School Counseling Practicum  
Counseling Academic Unit  
Oregon State University**

**Winter, 2016**

**Instructors:** Gene Eakin, PhD  
**Telephone:** 541-737-8551  
**E-Mail:** gene.eakin@oregonstate.edu  
**Office:** Furman 204 M College of Education

**Carla Stewart Donaldson, PhD**  
208-720-2520  
stewarca@oregonstate.edu

**Group Supervision:**

Sec 400: Monday, 7:00 – 8:30 Dr. Michelle Jensen [Michellejensenphd@gmail.com](mailto:Michellejensenphd@gmail.com) 541-571-1156  
Sec 401: Monday, 6:00 – 7:30 Dr. Carla Donaldson  
Sec 402: Tuesday, 7:00 – 8:30 Cathy Wright [cathywright1@gmail.com](mailto:cathywright1@gmail.com) 503-913-5148 (cell)

**Office Hours:** By Appointment

**Credits: 3**

**Grade: Pass – No Pass**

**Course Description:**

This course incorporates current school counseling theory, techniques, research, and ethical content that apply to the beginning practice of school counseling. This course is designed to continue the development of the counseling skills first introduced in Pre - Practicum (TCE 513) and then reinforced in Practicum I. Intermediate counseling skills will be introduced and practiced by students. Journaling, self-critique, peer critique, classroom guidance lessons, small-group facilitation, and supervisor critique of videotaped and live sessions will be an integral part of this class. Students will participate in group supervision (90 min. per week) and individual supervision (one hour per week). Students will be videotaping counseling sessions that will then be presented or debriefed during group and individual supervision meetings. Students should be prepared to present tapes or participate in live supervision from weeks 1-10 of the term. The instructor will determine the final evaluation grade with input from the site supervisor.

**Student Notices: See Appendix A**

**TSPC/CACREP School Counseling (2009) Standards:**

#	Text of Standard
A.1	Knows history, philosophy, and trends in school counseling and educational systems.
A.4	Knows the professional organizations, preparation standards, and credentials relevant to the practice of school counseling.
A.5	Understands current models of school counseling programs (e.g., American School

	Counselor Association [ASC] National Model) and their integral relationship to the total educational program.
B.1	Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
D.1	Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
D.2	Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
D.3	Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
J.1	Applies relevant research findings to inform the practice of school counseling.
J.2	Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
J.3	Analyzes and uses data to enhance school counseling programs.
J.5	Understands curriculum design, lesson plans development, classroom management strategies, and differentiated instructional strategies for teaching counseling related material.
K.1	Understands the relationship of the school counseling program to the academic mission of the school.
K.2	Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
K.3	Understands curriculum design, lesson plans development, classroom management strategies, and differentiated instructional strategies for teaching counseling--and guidance-related material.
L.1	Conducts programs designed to enhance student academic development.
L.2	Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
M.6	Understands the various peer programming interventions (e.g., peer mediation, peer mentoring, peer tutoring) and how to coordinate them.
M.7	Knows school and community collaboration models for crisis/disaster preparedness and response.

Learning Outcomes	
514. 1	implement and be competent in <b>basic</b> counseling skills
514. 2	implement and be competent in <b>intermediate</b> counseling skills
514. 3	assess and improve counseling skills through the process of class participation, and group/ individual supervision (including giving feedback to and receiving feedback from peers),
514.4	be open to, accept, and implement feedback from peers and supervisors
514.5	understand ethical considerations and how they relate to the school counseling profession and practice
514.6	understand diversity considerations and how they relate to the school counseling

	profession and practice, and
514.7	understand advocacy considerations and how they relate to the school counseling profession and practice

OSU Graduate Learning Outcomes for MS in Counseling

<b>GLO #</b>	<b><i>At the end of the course students:</i></b>
1.	Conduct research or produce some other form of creative work
2.	Can demonstrate mastery of subject material
3.	Be able to conduct scholarly or professional activities in an ethical manner.

**See Appendix B: Relation of Course to CACREP & TSPC Standards for School Counselors:**

**Ethics Statement:** Students are expected to conduct all learning activities in alignment with the ACA Code of Ethics and the ASCA Code of Ethics. The instructor, individual supervisor, and site supervisor (if different from the supervisor) must be notified of any ethical issues that arise during these activities. In the event of an ethical dilemma, students should apply an ethical decision-making model in consultation with the instructor, individual supervisor, and site supervisor to determine and implement an ethical course of action. Failure to notify the instructor and supervisor of ethical issues may result in a no-pass grade, remediation, and/or dismissal from the program.

**Course Textbooks:**

1. Chang, V., Scott, S, & Decker, C. (2013). *Developing Helping Skills: A Step-by-Step Approach to Competency* (2<sup>nd</sup> ed.). Belmont, CA: Brooks/Cole, Cengage Learning.
2. Stone, C. (2013). *School Counseling Principles: Ethics and Law* (3<sup>rd</sup>. ed.). Alexandria, VA: American School Counselor Association.
3. Winslade, J.M. & Monk, G.D. (2007). *Narrative counseling in schools: Powerful and brief* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
4. Weekly reading as assigned

**Midpoint and Final Evaluations**

The Professional Dispositions form is used to evaluate the student's skills at mid-point and at the end of the practicum experience. The forms, each term, are used to determine the student's grade (Pass or No Pass). At the meeting the participants will discuss the competency form and then complete the evaluation form. The student and the instructor then sign the forms. Signing the forms does not indicate that the student agrees with all information as recorded, his or her signature indicates that she/he has been given access to the information. The instructor keeps the originals, after the student makes a copy for his/her records.

**Grading (Pass/No Pass)**

This class is graded on a pass, no pass basis; and both Practicum terms must be successfully passed to advance to internship. A pass grade results when all forms (hour logs and evaluations) have been

accurately completed, signed and turned in to the instructor of record—with minimum hour requirements met; and when evaluation and competency forms indicate an adequate level of competency (See Practicum handbook for specifics and Section F.9, ACA Code of Ethics).

## Course Schedule

### Week #1:

1. Reading Assignment:
  - a. Chang, Scott, & Decker:
    - i. Ch. 9: *Exploring and Assessing with Clients*
    - ii. Ch. 11: *Assessing Readiness and Motivation*
2. Group Supervision:
3. Individual Supervision TBA
4. Discussion Board Week #1: Building/District Report Cards & Wellness Surveys

### Class: Friday, January 8: 0900 – 1700 Chemeketa Center for Business & Industry

Structuring the Counseling Relationship

Goal Setting

Review of Stages of Change

#### **Assessment and use of assessment in counseling:**

Overview

Informal assessment

Use of cumulative folder information

Readiness to Change & Assessing Readiness to Change

Introduction to Narrative

School Culture & Narrative

Professional dispositions assessment

Tapescript

### Week #2:

1. Reading Assignment:
  - a. Chang, Scott, & Decker, Ch. 10: *Developing Deeper Understanding*
  - b. Chang, Scott, and Decker, Ch. 12: *Identifying Key Problems or Challenges*
2. Group Supervision:
3. Individual Supervision TBA
4. Discussion Board Week #2: School Counselor Advocacy

### Week #3:

1. Reading Assignment:
  - a. Chang, Scott, and Decker, Ch. 13: *Establishing goals*
2. Group Supervision:
3. Individual Supervision TBA
4. Discussion Board Week #3: Student Attendance

**Week #4:**

1. Reading Assignment:
  - b. Chang, Scott, and Decker, Ch. 14: *Taking Action*
2. Group Supervision: Monday, 7:00-8:30 p.m.
3. Individual Supervision TBA
4. Discussion Board Week #4: 504 Plans and IEPs

**Week #5:**

1. Reading Assignment:
  - a. Winslade & Monk, Ch. 1
  - b. RTI & PBIS pdfs
2. Group Supervision:
3. Individual Supervision TBA
4. Discussion Board Week #5: Response to Intervention (RTI) & Positive Behavior Interventions & Support (PBIS)

**Week #6:**

1. Reading Assignment:
  - a. Winslade & Monk, Ch. 2
  - b. Scan SLG Goals & Eval pdf
2. Group Supervision:
3. Individual Supervision TBA
4. Discussion Board Week #6: Counselor Evaluation

**Week #7:**

1. Reading Assignment:
  - a. Winslade & Monk, Ch. 3
2. Group Supervision: Monday, 7:00-8:30 p.m.
3. Individual Supervision TBA
4. Discussion Board Week #7: Student Math Achievement

**Week #8:**

1. Reading Assignment:
  - a. Winslade & Monk, Ch. 4
  - b. OARs on Steroids and ATOD Prevention
2. Group Supervision: Monday, 7:00-8:30 p.m.
3. Individual Supervision TBA
4. Discussion Board Week #8: Children of Alcoholics & ATOD Prevention

**Week #9:**

1. Reading Assignment:
  - a. Winslade & Monk, Ch. 5
  - b. Chang, Scott, & Decker, Ch. 15: Evaluating and Ending Professional Relationships
  - c. WWW links on counseling needs of males
2. Group Supervision: Monday, 7:00-8:30 p.m.
3. Individual Supervision TBA
4. Discussion Board Week #9: Counseling Needs of Young Males

**Class: Friday, March 4: 0900 – 1700 Chemeketa Center for Business & Industry**

Sharing about school culture & school narrative  
Narrative Counseling in the Schools  
Counseling males  
Review and Reflection on practicum experience  
Self Assessment: Sharing of strengths & growth goals  
Professional Counseling Performance Evaluation  
Internship

**Week #10:**

1. No reading assignment: You will meet with your site supervisor for your final evaluation for the quarter.
2. No Group Supervision: You will meet with your university supervisor via Zoom for your final evaluation. This meeting may occur during either week #10 or week #11.
3. Individual Supervision TBA

**Week #11:**

1. Assignment: All Practicum paperwork needs to be submitted to your instructor not later than Friday, March 18.

**Appendix A: Student Notices**

**Students with Disabilities:**

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

<http://oregonstate.edu/dept/budgets/genupol/gupdissu.htm>

**Confidentiality Notice:**

As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession. Prior to the review of any audio/video tape, the student will provide a Consent Form for Taping outlining the purpose of the taping and written permission by the supervisee. Let your supervisee know who will be listening to the recordings of the sessions and the reasons for that. Be sure to respect confidentiality outside the session. Do not discuss supervisees in public places where your conversation could be overheard. Do not discuss your supervisees with persons outside the class such as spouses, family members, etc. Do not play your tape recorder when audio privacy is not possible. A private earphone is recommended when listening to tapes, even at home where family members might overhear.

**Electronic Device Notice:**

As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic toys that make any noise.

**Laptop/PDA Policy:**

Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

**Recording Policy:**

Excluding students with a documented disability, the use of electronic recording devices in class are prohibited without prior permission of the instructor. Also, the recording of clinical material is prohibited to all students.

**Link to Statement of Expectations for Student Conduct:** <http://oregonstate.edu/admin/stucon/achon.htm>

**Academic Integrity** — Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another. *For more information about academic integrity and the University's policies and procedures in this area, please refer to the Student Conduct web site at: <http://www.orst.edu/admin/stucon/achon.htm> and the section on Academic Regulations in the OSU Schedule of Classes.*

**Use of Research Data (i.e., CACREP Standard II.I)**

Faculty will disseminate and students will discuss current published research as part of class activities.

**Class Visitor Policy** Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed.

**Appendix B: TSPC/CACREP (2009) Standards (vertical) relation to Learning Outcomes (Horizontal)**

	514.1	514.2	514.3	514.4	514.5	514.6	514.7	GIO1	GLO2	GIO3
A.1				■	■	■	■	■	■	■
A.4				■	■	■	■	■	■	■
A.5	■	■		■		■	■	■	■	■
B.1	■	■	■	■	■	■		■	■	■
D.1	■	■	■	■	■	■		■	■	■
D.2	■	■	■	■	■	■		■	■	■
D.3			■	■	■	■		■	■	■
J.1					■	■		■	■	■
J.2					■		■	■	■	■
J.3					■		■	■	■	■
J.5					■		■	■	■	■
K.1					■		■	■	■	■
K.2			■		■		■	■	■	■
K.3			■	■	■		■	■	■	■
L.1	■	■	■	■	■		■	■	■	■
L.2	■	■			■			■	■	■
M.6		■			■			■	■	■
M.7		■	■		■					

**APPENDIX C: METHODS OF INSTRUCTION**

<b>METHOD</b>	<b>DEFINITION<sup>1</sup></b>	<b>USED IN THE COURSE?</b>
LECTURE	An academic discourse given by an instructor before a group.	Yes
DISCUSSION	Those sections associated with a lecture course that is used to facilitate consideration of a question or topic in open and informal debate.	Yes
RECITATION/ STUDENT PRESENTATION	Public exhibition of acquired skills and knowledge.	Yes
LABORATORY	That part of a course set aside for experimentation, observation, or practice in a field of study.	Yes
SEMINAR	A small group of students under the direction of an instructor for the purpose of presenting and exchanging ideas or research findings via lectures, reports, and discussions.	Yes
INTERNSHIP	An experiential course designed to provide on the job experience in an academic setting on or off campus, where students can earn academic credit.	No
PRACTICUM	A course designed for the preparation of teachers and clinicians that involves the practical application of previously studied theory under the supervision of a senior instructor.	YES
WORLD WIDE WEB	A course or module where the medium tool is the World Wide Web. Students spend a time using Web in the areas of content, assessment, and interaction to the degree that the student must participate through the use of Web to complete course requirements.	No



**OSU Teacher and Counselor Education  
Master's in Counseling Program  
Professional Counseling Performance Evaluation**

The Professional Counseling Performance Evaluation assesses counseling students' skills development and professional competencies. Additionally, this evaluation is intended to serve as a tool to facilitate feedback and document progress of the student regarding their counseling skills and professional dispositions (dominant qualities), offering the students practical areas for improvement to support their development as effective and ethical professional counselors. The evaluation covers three key areas of functioning: Clinical – Primary Counseling Skills; Professional Dispositions; Professional Behaviors. This evaluation is in keeping with the CACREP 2009 Standards.

This evaluation is completed for students who are enrolled in the following courses: TCE 513, TCE 514, TCE 515 (each term), TCE 571 and will be reviewed quarterly by faculty. This evaluation is according to students' expected level of development for any given clinical experience as the student progress from TCE 513 through each subsequent clinical experience.

**Scales Evaluation Guidelines**

- N – No opportunity to observe
- 2 – Below expectations / Insufficient / unacceptable
- 4 - Near expectations / developing towards competencies
- 6 - Meets expectations / demonstrates competencies
- 8 – Exceeds Expectations

**Students NOT scoring at level (6) or above will NOT be eligible to progress to their next stage of clinical experience.**

<b>Counseling/clinical skills – CACREP Standards (2009)</b>	N	2	4	6	8
1. Counseling Skills - Student demonstrates primary counseling skills including:					
a. Nonverbal – body position, eye contact, posture, distance from client, voice tone, pace					
b. Encouragers – minimal encourages & door openers such as ..”tell me more about”					
c. Questions – use of appropriate open & closed questioning (e.g. avoidance of double questions)					
d. Reflections – basic reflection of content – paraphrasing, summarizing, etc					
e. Reflections – reflections of feelings					
f. Advanced reflection – feelings, values, meaning, core beliefs (takes counseling to a deeper level)					
g. Confrontation – challenges client/student to recognize & evaluate inconsistencies or incongruences					
h. Goal setting – collaborates with client to establish realistic, appropriate, & attainable therapeutic goals					
i. Focus of counseling – focuses or refocus on goals & here and now					
j. Facilitate therapeutic alliance – establishes and expresses empathy, counselor is present					
k. Creates appropriate counseling structure – sets boundaries, creates a safe environment					
2. Student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically.					

3. Student demonstrates analysis and resolution of ethical dilemmas.					
4. Student willing increases knowledge (and implementation) of effective counseling strategies.					
<b>Professional Dispositions</b>					
1. Professional Ethics – student adheres to the ethical guidelines of ACA & ASCA					
2. Professionalism – student relates in a professional manner towards professors, supervisors, peers & clients					
3. Self-awareness & self-understanding – student demonstrates an awareness of his/her own belief systems, values, needs & limitations (herein called “beliefs”) and the effect of “self” on his/her work with clients					
<b>Professional Dispositions continued</b>					
	N	2	4	6	8
4. Emotional stability & self-control – Student demonstrates emotional stability (i.e. congruence between mood & affect) & self-control (i.e. impulse control) in relationship with professors, supervisors, peers, & clients					
5. Life-long learner – student is engaged in the learning & development of his/her counseling competencies.					
6. Openness to feedback – Student responds non-defensively to feedback, reflects on, and integrates feedback from peers, faculty, and supervisors.					
7. Multicultural competencies – Student demonstrates awareness, appreciations, & respect of cultural awareness.					
8. Professional & personal boundaries – Student recognizes the boundaries of his/her competences & maintains appropriate boundaries with professors, supervisors, peers, & clients.					
9. Flexibility & adaptability – Student demonstrates ability to flex to changing circumstances, unexpected events, & new situations.					
10. Maturity – Student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.					
11.a. Integrity – Student demonstrates honesty, fairness, and respect of others					
11.b. Integrity – Student refrains from making statements which are false, misleading, deceptive.					
<b>Professional Behaviors</b>					
1. Attendance – Student regularly attends class, course meetings & clinical practice activities (is engaged and prompt).					
2. Knowledge & adherence to program and site policies – Student demonstrates an understanding and appreciation for all program and site policies and procedures.					
3. Record Keeping – Student completes all weekly record keeping activities correctly & turns them in promptly (e.g. clinical logs, case notes, TX plans).					
4. Knowledge of professional literature – Student researches therapeutic interventions strategies that have been supported in the literature and research.					
5. Applications of theory to practice – Student demonstrates knowledge of counseling theory and its application to his/her practice.					
<b>Professional Behaviors continued</b>					
	N	2	4	6	8
6. Case conceptualization – Student is able to effectively present and summarize client history and demonstrate an appreciation of the multiple					

influences on a client's level of functioning					
7. Appraisal – Student demonstrates ability to appropriately administer, score and interpret clinical assessments.					
8. Psychosocial & treatment planning – Student demonstrates ability to construct a comprehensive and appropriate psychosocial report and treatment plan.					
9. Task completion – Student completes all assigned tasks in an ethical and effective manner, including all class assignments, clinical or supervision reports.					
10. Seeks consultation – Student seeks consultation and supervision in appropriate service delivery.					

**Comments/Feedback: 1) areas of strengths 2) areas of improvement 3) overall general performance:**

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_