<table>
<thead>
<tr>
<th>Course</th>
<th>EPSY 6105 School Counseling Practicum</th>
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| **Term, Day, Time** | Fall 2021  
Thursdays  
August 17, 2021 – October 16, 2021  
5:30 p.m. – 7:30 p.m. (Class will periodically go over based on student need)  
Orlando Campus |
| **Instructor** | Name: Ms. Carolyn Ellis, MA, LMHC  
Email: carolynellis30@webster.edu  
Office: Main Campus 407-563-4770 / Cell Phone: 407-212-2691  
On weekdays, please text or call between 3:30 p.m. and 5:00 p.m.  
Office Hours: Orlando Campus (By appointment only) |
| **Catalog Description/Content Area** | EPSY 6105 School Counseling Practicum  
Students are required to complete two terms of Practicum in conjunction with their Counseling curriculum. Registration for these two terms of Practicum requires permission of the faculty supervisor and or the School Counseling Coordinator or Counseling Advisor; appendix D and a copy of the site supervisor’s license/certificate have to be provided to the faculty supervisor in order to register for this course. Some field experience sites require background checks and or letters of recommendation for field experience from the University in order to be accepted into field experience. In these instances, it is the student’s responsibility to pay for and provide the background check and or communicate with their faculty advisor to receive a letter of recommendation. The Practicum Agreement must be reviewed, and appropriate appendices signed by the student and the practicum site supervisor and submitted to the school counseling coordinator or practicum faculty supervisor to be approved.  
The practicum is graded on the credit/fail grading option. No grades of Incomplete are permitted; hence, students should be prepared to complete all required clinical hours in the field experience. For Practicum students taking leave due to Military or exceptional medical situations, see the Counseling Program Advisor and the Practicum Faculty Supervisor/Instructor for grade completion options. This course may be repeated for credit. Additional fees are required of students in this course for professional liability insurance and purchase of taping equipment. Students are required to provide evidence of professional liability insurance prior to seeing clients.  
Students are required to abide by the ASCA Code of Ethics (2010) in their practicum experience and throughout their Webster counseling program.  
This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Students will be required to complete 40 direct hours (of 100 total) total for both terms; grades of Incomplete are not provided--hours must be completed. Students are encouraged to withdraw from Practicum 6101 and/or 6102 before week 6 of each term for those field experience sites that cannot provide the required clinical hours. |
Students will be required to meet for a minimum of 50 minutes of uninterrupted time with their site supervisor; and a minimum of 90 minutes (or more) of group supervision with the Practicum class. Weekly skills evaluations and activity logs are a critical component of this course. Self-growth experiential activities are associated with this course content.

Content Areas: professional practice, professional identity, helping relationships, professional orientation and ethical practice, diagnosis, assessment, social and cultural diversity.

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<tr>
<th>Knowledge and Skill Outcomes</th>
<th>Course Standards</th>
<th>Assignment(s)</th>
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<tbody>
<tr>
<td>Knowledge &amp; Skills</td>
<td><strong>Upon successful completion of this class students will be able to:</strong></td>
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<tr>
<td>1.</td>
<td>Develop and evidence proficiency with basic skills and essential counseling skills including active listening sequence (minimal encouragers, paraphrasing and reflection with feeling); effective questioning, therapeutic silence; appropriate interpretation of CL underlying meaning; identification of CL patterns and or issues; emotional engagement with CL and elimination of barriers to communication including advice giving, non-therapeutic praising and reassurance, befriending, moralizing, analyzing, and judging</td>
<td>PSE and Typescripts</td>
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<tr>
<td>2.</td>
<td>Counseling supervision models, practices and processes</td>
<td>PSE &amp; Typescript</td>
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<tr>
<td>3.</td>
<td>Describe self-care strategies appropriate to the counselor role</td>
<td>Self-Care project</td>
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<td>4.</td>
<td>Demonstrate approaches to increase promotion and graduation rates</td>
<td>PSE</td>
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</tbody>
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| 5. | DESE Standard 4-QI 1: The pre-service counselor demonstrates knowledge of the value of self-care and begins to apply techniques of self-care.  
   - Uses supervision and consultation to promote self-care  
   - Establishes and maintains professional boundaries. | Self-care project |
| 6. | DESE Standard 4- QI2 (2, 4): The pre-service counselor demonstrates knowledge of:  
   - Professional Development – uses continuous learning and growth, personal reflection, and feedback from others to make and follow a professional development plan  
   - Professional Involvement – active participation in and contribution to the profession | PSE |
| DESE Standard 5: QI 3: The pre-service counselor demonstrates knowledge of:  
   - Role of local district and school policies and procedures  
   - How to access local district and school policies and procedures | PSE |

| Materials | Required Text: |
Other handouts and readings will be required.

**Method of Instruction**

Learning will be primarily experiential including live supervision and group supervision of audio or video tapes of client sessions. Discussion regarding readings and practicum site experiences will occur; quizzes related to readings and typescripts are also activities. Outside class supervision meetings may occur at the faculty supervisors discretion.

**Grading**

Per the Graduate Catalog, grades in this course are CR, F, NC,WF, and W

- **CR:** Work that is performed as satisfactory graduate work (B– or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses.
- **NC:** Unsatisfactory graduate work; also, per the Professional Counseling Program, grade of NC equals, no credit for lack of completion of course requirements including clinical hours, lack of sufficient progress in counseling and interpersonal skills and openness to supervision
- **F*:** Work that is unsatisfactory; also, per the Professional Counseling program, grade of “F” relates to unethical and or unsatisfactory work; being released from a field site for any reason may result in an automatic F for course; grade of F may result in dismissal from program especially if associated with ethical violation
- **W:** Withdrawn from the course
- **WF:** Unofficial Withdrawal: A student enrolled for the course, did not withdraw, and failed to complete course requirements. Used when, in the opinion of the instructor, there is insufficient completed work to evaluate academic performance. WF is treated the same as an F or NC for all cases involving GPA, academic warning, probation, and dismissal

A significant portion of the grade provided in this course is based upon the professional clinical experience of the instructor. The Counseling faculty recognize that counseling skills, interpersonal skills, openness to supervision, and counselor effectiveness is not assessed in the same manner as academic performance in typical university coursework. Students completing this course should demonstrate marked progress toward the course objectives as noted above as well as be able to write coherently and progress in counseling and interpersonal skills development and openness to supervision. Your final grade in this course will reflect not only your academic performance but also your counseling and interpersonal skill development and openness to supervision as evaluated by the instructor. For example, it is possible to excel academically (writing projects and reading quizzes), yet, receive a final grade of NC or F. It is also possible to complete all practicum site hours, yet receive a final grade of NC or F. If you do not accomplish the requirements of this course (direct hours, skills, openness to supervision, etc.), you may be required to take another skills course including additional practicum(s), or other courses.

Students completing all course requirements will be approved to register for Internship after week eight of the term; no registration for Internship will occur before this.
### Grade Breakdown

<table>
<thead>
<tr>
<th>Assignments for one term of EPSY 6105</th>
<th>Points</th>
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<tbody>
<tr>
<td>Transcription of Session (WorldClassroom) and Skill Tape Evaluation (STE) from Student &amp; Site Supervisor (Tevera)</td>
<td>15</td>
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<tr>
<td>Faculty Professional Skill Evaluation (PSE) (Tevera)</td>
<td>10</td>
</tr>
<tr>
<td>Site Supervisor Professional Skill Evaluation (PSE) (Tevera)</td>
<td>10</td>
</tr>
<tr>
<td>Whole Group/Classroom Lesson Plan (WorldClassroom)</td>
<td>10</td>
</tr>
<tr>
<td>Readings, Quizzes, &amp; Self-Care Strategy (WorldClassroom)</td>
<td>10</td>
</tr>
<tr>
<td>Session with Faculty</td>
<td>10</td>
</tr>
<tr>
<td>Attendance &amp; and Participation (in group supervision, CC presentations, individual supervision) (2 pts week 1 and 1 pt weeks 2-9)</td>
<td>10</td>
</tr>
<tr>
<td>Adherence to ACA Code of Ethics, professional conduct &amp; acceptance of feedback</td>
<td>10</td>
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<tr>
<td>Completion of all required hours and agency service</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total for one Term</strong></td>
<td><strong>100</strong></td>
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The passing score for this course is 80%. Students may still fail the course if their skills are determined to be insufficient to progress to internship or if the required assignments are not completed.

Note that it is possible to write well and attend all class sessions but fail the course if you do not evidence strong performance in skills development, regular openness to and application of supervision, and regular participation in class. Also note that you may evidence competent skills, but lack of participation, attendance, and reading/quizzes may fail you.

Assignments are due at 5:30 p.m. on the due date. Any late assignments will lose 10% per day.

Graduate level writing competency: Writing competency is important in graduate school. The grade penalty is heavy for lack of simple proofing of grammar and spelling on all assignments. As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/counseling to write professionally. Take this task seriously and consult the Academic Resource Center if you have any doubt. Hindsight is always 20/20 but grades stand.

Note also that lack of turning in assignment(s) will result in lowered grades on midterm and or end term PSE and participation. Students should not assume they may skip some activities because their overall point standing is strong; any missing project will impact the overall course grade.

**Participation in all group supervision sessions is critical** considering the accelerated format of this program. Any absences will affect your final grade. Being late to class is disrespectful to your peers and unprofessional for a counselor in training. If a student is late by 30 or more minutes, it will equal one missed class.

Participation in class discussions is the primary way an instructor gauges your understanding of course content. **Students are expected to come prepared to dialogue as a professional about**
the readings to evidence knowledge. This means you have to read and comprehend the readings enough to discuss them with your peers. You will be expected to be able to dialogue about all of these topics at your site. The information in the readings pertains to life and death situations. Do the reading. Be prepared. Silence will be interpreted as a lack of reading and participation. Also, anxiety as a result of speaking in front of a class is not acceptable in the counseling program. This is a profession in which you will be required to provide case conceptualizations in front of treatment teams and give testimony to judges, etc. If you cannot speak in front of a group of folks, professional counseling is not a match for you. You are required to take this profession seriously now if you have not already. Lack of participation is recorded each class session. Take readings and participation seriously.

**Being fired or released from a site** will result in a final grade of F or NC (to be determined based on reason for release) and a mandatory referral to Remediation for Student Success and meeting with the Counseling Advisory Committee to determine position in and potential dismissal from program. As mentioned above, if you do not accomplish the expected skills in this course or are released from a site and or receive a final grade of NC or F, you may be required to take another practicum or skills course and or seek personal counseling prior to being approved for re-enrolling in practicum or internship; and or be dismissed from the program.

<table>
<thead>
<tr>
<th>Activities</th>
<th>1. Logistics</th>
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<tr>
<td></td>
<td>a. <strong>Insurance</strong>: Students are required to evidence procurement of professional liability insurance prior to interacting with practicum clients or prior to class beginning, whichever comes first. A copy of the insurance face sheet is to be provided to the faculty supervisor and placed in the student’s file located in the campus office.</td>
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<td></td>
<td>b. <strong>Tapes</strong>: Rent, borrow, or purchase digital taping equipment for the required counselor skills presentation tapes (2 or more) made in client sessions. <strong>Ensure that you use the provided informed consent form for taping</strong>—ALL TAPED SESSIONS MUST INCLUDE AN INFORMED CONSENT SIGNED BY THE CLIENT AND BE AGREED TO BY THE SITE SUPERVISOR. This form is given to the faculty supervisor. If you have any questions related to this practice, see the professor prior to taping.</td>
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<td></td>
<td>c. <strong>Webster Counseling Program Student Handbook</strong>: You are responsible for learning the policies and procedures associated with the professional counseling degree program as delineated in the Webster Counseling Program Student Handbook. See Connections, Counseling Open Group for a copy.</td>
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<tr>
<td></td>
<td><em><strong>PER ETHICAL CODE RELATED TO CONFIDENTIALITY, all tapes must be kept in a secured location and are required to be destroyed at the end of the term.</strong></em></td>
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<th>2. Hours</th>
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<tr>
<td>a. Students must complete supervised practicum experiences that total a minimum of 100 clock hours total, for the combined terms of Practicum (50 hours total in each term).</td>
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<tr>
<td>b. Each student’s total practicum experience (both terms) includes all of the following:</td>
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i. At least **40 clock hours of direct service with actual clients** (total for both terms of Practicum; 20 direct hours with clients in each term of Practicum) that contributes to the development of counseling skills.

ii. Documentation of weekly practicum activity (hours) on the **Weekly Activity Log** that is signed by the site supervisor and submitted to the faculty supervisor/instructor.

3. Supervision
   a. **In-class**: A minimum of 1.5 hours per week of group supervision that is provided on a regular schedule throughout the practicum by the practicum faculty supervisor.

   b. **On-site**: Students will meet with their assigned site supervisor for individual supervision once per week for a minimum of 50 minutes. If you experience difficulty with your site supervisor, take the following steps immediately:
      - Consult the Practicum faculty supervisor asap,
      - discuss the difficulty with the site supervisor immediately,
      - and follow up with the faculty supervisor regarding the outcome of your discussion with the site supervisor. The faculty supervisor will guide you if further intervention is necessary.

   Being released from a Practicum site will result in a final grade of F or NC for the Practicum course and all hours will be lost. It is imperative that you make the faculty supervisor aware of any concerns immediately and that you work closely with the site supervisor to resolve those concerns per the ACA **Code of Ethics** (2014).

   **Out of class**: Students will meet with the faculty supervisor once each term for approximately 45 minutes. Students will sign-up for meeting times during week 1.

   You may be required to meet with the Practicum faculty supervisor outside of class for additional individual supervision if you are not progressing at a rate consistent with the course or are experiencing difficulties on site. Cooperation is necessary.

4. Professional Skills Evaluation
   The PSE will be completed at the end of each term by the site supervisor and faculty supervisor to assess the student’s skills, abilities, aptitudes and knowledge of district/school policies. The PSE will also cover the other areas noted on that document.

5. **Self-Care Strategy (Appendix F)** Burnout is a common occurrence in mental health professionals who do not practice some form of self-care. Self-care practices include weekly (or more) occurrences of focused, purposeful mind and body relaxation by the student counselor. The practice of relaxation is meant to de-stress from the clinical experience as well as train your body to remain calm in stressful situations thereby enabling you to destabilize a situation. It is also models appropriate responses for the client. Examples of self-care include but are not limited to breath work, meditation, prayer, fictional reading, visualization. Note that exercise, while increasing endorphins in the body, should be in addition to a relaxation practice and not in place of. Note that watching TV and or playing with kids, while enjoyable, is not considered a self-care strategy.
a. During the semester, each student will provide a short (5 mins) demonstration of a self-care technique. You should also provide a handout.

6. **Weekly Activity Logs.** Keep track of your clinical activities on a weekly basis using the Weekly Activity Log (see worldclassroom.webster.edu).
   a. Give these to your site supervisor at the end of each week to be reviewed and signed.
   b. Turn in the logs to the Practicum faculty supervisor at the midterm and end term with totals (direct and indirect) tallied.
   c. Write the logs in ink as pencil lead dissipates over time.
   d. Ensure that you make a copy of each log and keep in a secured location for your future record (license) keeping. Electronic copies of the logs are not accepted by the faculty supervisor.

*These are due on specific dates. Prepare appropriately for their turn in, i.e., have them signed by the site supervisor by the due dates.*

7. **Artifacts Students** will provide several artifacts each term. Students are required to submit a typescript, individual session evaluation, and group session evaluation each term. *No artifacts should not be from the same session.*

   a. **Typescript**
      i. **Typescript one, Intake Assessment:** typescript of two counseling students or counseling student and ‘friend’ roleplaying client during taped intake interview for 20-30 minutes; use General Medical Questionnaire (attached); Use active listening skills (paraphrase and reflect every few questions, when appropriate); use informed consents, verbal and written. Tape entire interview.
      ii. **Typescript two, Client Session:** typescript of an actual session between counselor in training and real client. Use informed consents, verbal and written THEN begin the tape player (you have to have consent to tape prior to taping). Use active listening, basic counseling skills; evidence in the tape those skills that your site and faculty supervisors have told you to improve upon.

   For both typescripts: Change all client names and or abbreviate. Follow attached Typescript Guidelines. Typescript should be submitted through WorldClassroom by 530p on due date; show informed consent, tape recording and both student and site supervisor completed Skills Tape Evaluations forms in adequate envelop with your name on it. *No lose documents or tape recorders.* Failure to follow directions precisely will result in lowered grade.

   b. **Individual session**- Students will submit the provided individual session evaluation form each term. The form should be completed by the site supervisor and student separately and then discussed during weekly supervision.

   c. **Group session**- Students will submit the provided group session evaluation form once during the semester. The form should be completed by the site supervisor and student separately and then discussed during weekly supervision.
8. **Counselor Lesson Plan/Activity (Appendix H)** - Counselors work with different populations and a variety of special needs and issues. They need to be ready to address these needs and be able to utilize many strategies to focus on these topics and to meet these needs. This assignment involves selecting an area of interest (bullying, divorce, eating disorders, family dysfunction, abuse, low self-esteem, test-anxiety, friendship issues, etc.) Then design a 20–30-minute skill or intervention lesson. Students will present a therapeutic skill or intervention that can be used with a student. Copies will need to be provided to all classmates and the instructor.

**Note:** Being released from a Practicum site will result in a final grade of F or NC for the Practicum course and all hours will be lost. It is imperative that you make the faculty supervisor aware of any concerns immediately and that you work closely with the site supervisor to resolve those concerns per the ACA Code of Ethics (2005).

You may be required to meet with the Practicum faculty supervisor outside of class for additional individual supervision if you are not progressing at a rate consistent with the course or are experiencing difficulties on site. Cooperation is necessary.

**Instructional Modification:**
Students who have a disability or condition that may impair their ability to complete assignments or otherwise satisfy course requirements are encouraged to meet with the faculty supervisor to identify, discuss, and document any feasible instructional modifications or accommodations. **Students should notify the professor no later than the end of the first week of the semester or as soon as possible if the condition is diagnosed during the semester.**

**Policy Statements: University Policies**

University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university’s published policies. The following policies are of particular interest:

**Academic Honesty**
The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university’s academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.

**Drops and Withdrawals**
Be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals in the Graduate Studies Catalogue to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund. Students may drop a course through the second week of classes and receive a full refund. Check the catalog or FA office for the last day to drop a class and the last date to withdraw from the course.

**Attend to your clinical hours.** It is your responsibility to advocate for yourself with your site. If you are not receiving enough hours, speak with your faculty and site supervisors and be prepared to withdraw from the course and the site in order to keep from receiving a grade of NC (no credit) for incomplete hours. Ensuring you receive enough hours is your responsibility by communicating with your site supervisor regularly.
**Special Services**
If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.

**Disturbances**
By university policy, every student is entitled to full participation in class without interruption. Therefore, disruption of class is not acceptable. **Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises.** Students who engage in disruptive behavior, including disrespectful comments or behaviors, lack of attendance, silence and or lack of participation, monopolization of class discussion, etc., are subject to disciplinary action, including removal from the course and potentially, dismissal from the program.

The carrying of weapons onto campus is forbidden.

**Conduct:**
Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University’s function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:

1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.
2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g., removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.
4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g., theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws. Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook and the Student Handbook for Counselor Education.

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<tr>
<th>Course Policies</th>
<th><strong>Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ASCA Code of Ethics:</strong></th>
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<tr>
<td></td>
<td>In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor</td>
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</table>
relationships, i.e., **what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends**. Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, **the student risks a failing grade** in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.

Self-growth activities are required by ethical Code (ACA 2005) in counselor education as an integral component to development of counselor self-awareness and formation of self. During any self-disclosure (such as in live supervision sessions), students should consider in advance the topic they choose to discuss. At any time, during any self-disclosure, students are always reserved the right to stop disclosing at their discretion. While self-growth activities are a part of counseling courses, students are advised to consider the level of self-disclosure and comments that they make as they may be held accountable for comments made in class that may be construed as harmful in nature to another or to them.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important that **everyone feels safe, comfortable, and free** to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another’s positions; relating to others in an empathic manner occurs in class just as with clients. You are encouraged to make your feelings and thoughts known, yet, to **do so in a “counselor manner”**, i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills. This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, **openness to supervision and instruction** by the instructor can become an issue for some students and is, therefore, emphasized here. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from instructor; seeking out needed experiences, feedback, etc., in a proactive way; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

**Point of critical understanding:** In a practicum or internship, you are counseling under the professional licenses of the site supervisor and the faculty supervisor. Hence, if a client is hurt on your watch, the supervisors’ licenses are liable. Therefore, it is critical that field experience students are open to and apply the supervision they receive. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from instructor; seeking out needed experiences, feedback, etc., in a proactive way; and accepting feedback in a non-defensive manner with a professional attitude. Students who do not evidence openness to
supervision and or appropriate interpersonal skills in the program (to peers, faculty and or staff) are subject to remediation by the Counseling Advisory Committee at the campus. You are a counselor in training—you must evidence that at all times while participating in the MA in Counseling program including while in field experience and all classes. See the Webster Counseling Student Handbook and or catalog for further detail.

### Note all due dates

All assignments are to be turned in **at the beginning of class on the day they are due.** Prepare for this and have your tapes and papers completed and or signed in time to turn them in on the due date at class start. **Be proactive and have your work prepared ahead of time in order to not be held back by a supervisor or client no-show.** Problems with meeting deadlines should be discussed with your faculty supervisor as soon as possible; however, late points will still apply. As mentioned, you may complete all practicum hours and still fail this course if accumulated points do not add up to 76%.

### ACA Code of Ethics (2005)

Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors. (See C.1., H.1.)

### Cell Phones

Turn off all cell phones during class unless otherwise advised by the instructor. If you have a potential emergency brewing during class time and need to be available by cell (sick child, dying relative, suicidal client) you are required to notify instructor at the beginning of class and take any call outside of class. More than one of these events will require a personal meeting with the instructor scheduled for non-class time.

### Laptops and social media

No use of laptops during class time.

### Academic Integrity

All of your work in this class should be original to you and to this class. You are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. You may continue to explore an area of interest, but you must do new or additional research and writing.

Recycling papers from other coursework is not acceptable.

According to the *Publication Manual of the American Psychological Association* (2001), plagiarism involves presenting the work of another as if it were your own work. It is very important that you give appropriate credit to others when you use their work. If you paraphrase someone else’s work, you must also give them credit with a citation.

**All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work.** Plagiarism will not be excused by ignorance on the student’s part. If you believe that you do not have a clear understanding of plagiarism, see your instructor immediately and before any written work is turned in.
**Course Attendance:**
The University reserves the right to drop students who do not attend class the first week of the term/semester. Absences will result in a significant loss of learning, which will not be recouped through borrowing a classmate's notes. **Students are expected to attend all class sessions of every course.**

It is expected that you arrive to class having an understanding (not just having read) of the reading assignments and prepared to discuss the material in relation to your practicum experience and or pop quiz scenarios presented by the faculty supervisor. A percent of your grade is determined by classroom discussion/participation.

You will be required to self-disclose in this course. Therefore, when it is your turn to present as a client, ensure that you have thought through the issue you would like to discuss so you do not discuss an issue that may leave you uncomfortable.

**Note:**
To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

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**Weekly Schedule**

**Course Calendar and Required Readings:**
Below is a tentative schedule of main topics to be used in preparing for classes. Deviations from the schedule may occur as class discussions will primarily correlate to counseling and supervision sessions. **You are responsible for understanding the material and discussing the material in relation to your practicum experience** on the date on which the reading is listed below. Lecture over the content of the readings will not occur but you are expected to be able to discuss and or present on topics and possibly complete a pop quiz for a particular reading. *Take notes during discussion time as these are critical topics, and they will show up in your practice-- Then study the notes so you don’t blank when the situation arises in session.*

You will be quizzed over the readings. Quizzes will take the form of scenarios and you will be expected to **draw on the readings** for the answers. For each class period, be prepared to discuss how you will apply the reading content to your counseling sessions. Completing the reading assignments and discussing the content in class will be critical to your participation grade. You are expected to speak up in each class discussion as your comments reflect your developing skills.

You are expected to act as a responsible counselor in training and skip ahead and or review readings as necessary dependent on the type of client that you have and the stage of counseling that you are experiencing.

Note readings are heavy in the initial portion of the term in order to prepare you for your client interactions and lighter toward the end of the term.

**CLASS MEETINGS AND ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>EPSY 6105</strong> Course Introduction and Syllabus</td>
<td><strong>DUE: All application paperwork</strong></td>
</tr>
<tr>
<td></td>
<td>Sign up for Transcription/Individual Supervision</td>
<td></td>
</tr>
</tbody>
</table>

---
### READING: “Preparing for Practicum” (Readings are posted on WorldClassroom)

- **Ethical guidelines:** You must read the [ACA Code of Ethics, 2014](https://www.counseling.org/resources/aca-code-of-ethics.pdf) by the second class and be able to discuss it in class. (Here is the website to download the pdf: [https://www.counseling.org/resources/aca-code-of-ethics.pdf](https://www.counseling.org/resources/aca-code-of-ethics.pdf))
- NBCC Code of Ethics, see website: [http://www.nbcc.org/assets/ethics/nbcc-codeofethics.pdf](http://www.nbcc.org/assets/ethics/nbcc-codeofethics.pdf)
- Article - Cristiani & George, *Characteristics of a helping relationship*
- Article - Nelson, *Levels of Facilitative Response*
- Article - Lamport-Commons et al., *Informed consent: Do you know it when you see it?*
- Article – ACA’s *Appendix G-Ethical Guidelines*
- **IMPORTANT** - Department of Education – School Counselor requirements
- **IMPORTANT** - Florida Educator’s Handbook

### In Group Supervision:

**Sign up for Live Supervision of Typescript dates and have the following.**

- Typescript #1 (WorldClassroom)
- Video/audiotape of the session
- Client Informed Consent / Site Supervisor's Acknowledgement Form (Tevera)
- Skills Tape Evaluation (STE) Student (Tevera)
- Skills Tape Evaluation (STE) site supervisor (Tevera)

- Due to instructor: Admission Packet signed by the counseling coordinator, including Student Handbook-Appendices B, C, D, Site Supervisor’s License, & your Proof of Liability Insurance
- **Due to instructor:** Site supervisor contact information
- Course Introduction and Syllabus Overview
- Sign up for Live supervision sessions and outside instructor session
- *Brief Discussion: Trusting the process and “writing the pattern”*

---

**2**

<table>
<thead>
<tr>
<th>Ethics and Legal Issues</th>
<th>Reading: Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Due: Reading Quiz</strong> - Cristiani &amp; George, Nelson, and Ethical Code</td>
<td>Reading: Chapter 3</td>
</tr>
</tbody>
</table>

**Appendix B & C**

**Sign up for Live Supervision of Typescript dates and have the following.**

- Typescript #1 (WorldClassroom)
- Video/audiotape of the session
- Client Informed Consent / Site Supervisor’s Acknowledgement Form (Tevera)
- Skills Tape Evaluation (STE) Student (Tevera)
- Skills Tape Evaluation (STE) site supervisor (Tevera)

- **Due:** Weekly Time Log (Tevera)
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment Details</th>
</tr>
</thead>
</table>
| 3    | **Ethics and Legal Issues**  
  • Due: Weekly Time Log (Tevera) |
| 4    | **Week 4**  
  *** NO CLASS ON MON., SEPT. 7th – LABOR DAY ***  
  **Clinical Issues**  
  • Due: Weekly Time Log (Tevera) |
| 5    | **Writing skills**  
  • Due: Weekly Time Log (Tevera)  
  • Typescript #1 (WorldClassroom)  
  • Video/audiotape of the session  
  • Client Informed Consent / Site Supervisor’s Acknowledgement Form (Tevera)  
  • Skills Tape Evaluation (STE) Student (Tevera)  
  • Skills Tape Evaluation (STE) site supervisor (Tevera) |
| 6    | **Multicultural issues**  
  Due: Weekly Time Log (Tevera)  
  Due: Whole Group/Classroom Lesson Plan (WorldClassroom) |
| 7    | **Self-care and stress**  
  **Information to be discussed in weekly site supervision:**  
  • Provide site supervisor with a blank/incomplete copy of the Professional Skills Evaluation form to complete in Tevera and review with you.  
  • Ensure all logs are signed and approved by your site supervisor this week so you may turn in to faculty supervisor next week.  
  • Communicate with your site supervisor about break between terms. If you are staying at the same site for Practicum, **do not see clients** (no direct hours) during the break unless you have produced a written note to the site supervisor AND copied the faculty supervisor stating that you will “not be under university supervision between the dates of ______ and ________.”  
  *** This note is due before the end of next week’s class. |

*Due to liability concerns, students are not permitted to complete more than 10 direct hours during the break/interim regardless of the number of direct hours that the student may complete during the week(s) between terms. It is important the student is not completing more than the direct hours required.*  

*Students are not competent to complete more than the average 3-5 direct client hours per week of Practicum. More direct hours may result in dismissal as you will be placing your site and faculty supervisors’ licenses at risk.*
**In Group Supervision:**
- **Due on assigned date:** Typescript 1, video/audiotape, signed client informed consent & confidentiality, site supervisor’s signed acknowledgement (Tevera), self-assessment on STE (Tevera), and site supervisor’s STE (Tevera).
- Check in & live supervision
- **Due:** Weekly Time Log (Tevera)

**Reminder:** Turn in the Professional Skills Evaluation (PSE) Student/Site Supervisor (Tevera)**

---

<table>
<thead>
<tr>
<th>8</th>
<th>Crisis</th>
<th>Information to be discussed in weekly site supervision:</th>
</tr>
</thead>
</table>
|   |   | • Sites practices on termination of clients  
|   |   | • Last week you should have communicated with your site supervisor about break. If you are staying at the same site for Practicum, do not see clients (no direct hours) during the break unless you have produced a written note to the site supervisor AND copied the faculty supervisor stating that you will “not be under university supervision between the dates of _______ and _________.”  
|   |   | *** This note is due today. |
|   |   | * Due to liability concerns, students are not permitted to complete more than 10 direct hours during the interim break regardless of the number of direct hours that the student may complete during the week(s) between terms. It is important the student is not completing more than the direct hours required. Students are not competent to complete more than the average 3-5 direct client hours per week of Practicum. More direct hours may result in dismissal as you will be placing your site and faculty supervisors’ licenses at risk. |

<table>
<thead>
<tr>
<th>9</th>
<th>READING: None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Due: Final Weekly Time Logs (Tevera)</td>
</tr>
</tbody>
</table>

**Individual Supervision and Review of Documents.** Individual student-faculty meeting to review of course outcomes.

**DESTROY ALL TAPES FROM COURSE PROJECTS. FAILURE TO DO SO RESULTS IN BREACH OF PROFESSIONAL ETHICAL CODE (ACA 2014) and CONSEQUENCES BY THE COUNSELING ADVISORY COMMITTEE.**
<table>
<thead>
<tr>
<th>EPSY 6501 Fall 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10</strong> Information to be discussed in weekly site supervision:</td>
</tr>
<tr>
<td>• Provide copy of syllabus to your site supervisor</td>
</tr>
<tr>
<td>• Due: Weekly Time Log (Tevera)</td>
</tr>
</tbody>
</table>

In Group Supervision: Sign up for Live Supervision of Typescript dates and have the following for each:

- Typescript #2 (WorldClassroom)
- Video/audiotape of the session
- Client Informed Consent / Site Supervisor’s Acknowledgement Form (Tevera)
- Skills Tape Evaluation (STE) Student (Tevera)
- Skills Tape Evaluation (STE) site supervisor (Tevera)

If your site has changed: Due to instructor: Admission Packet signed by the counseling coordinator, including Student Handbook Appendices B, C, D, Site Supervisor’s License, & your Proof of Liability Insurance, site supervisor contact information

- Course Introduction and Syllabus Overview
- Sign up for supervision sessions and outside instructor session

| **11** Protecting yourself and others Information to be discussed in weekly site supervision: |
| • Discuss types of abuse and the requirement for reporting abuse, how to report, and role-play reporting a suspected abuse to DCF/Law Enforcement |
| • Discuss with the site supervisor about obtaining permission from a client for the typescript and use of one clinical session progress note with the client’s name blocked out. |

In Group Supervision:
- Check in & live supervision
- Due: Weekly Time Log (Tevera)
- Due: Self-Care checklist and plan for this term (WorldClassroom)
- Due: Identify a Personal Theory

Reading:
- Chapter 10
| 12 | Information to be discussed in weekly site supervision:  
  - Discuss eating disorder and the treatment of them  
  - Obtain permission from a client for the Transcription.  
  Begin to review the Typescript #2 with a site supervisor. It should be reviewed with your site supervisor before presenting in class on the assigned date- prepare now.  
  - Remember to include Typescript #2 (WorldClassroom)  
  - Video/audiotape of the session  
  - Client Informed Consent / Site Supervisor's Acknowledgement Form (Tevera)  
  - Skills Tape Evaluation (STE) Student (Tevera)  
  - Skills Tape Evaluation (STE) site supervisor (Tevera)  

  In Group Supervision:  
  - Check in & live supervision  
  - Due: Weekly Time Log (Tevera) |

| 13 | Play and art therapy  
  - Due: Weekly Time Log (Tevera) |

| 14 | School counseling  
  Information to be discussed in weekly site supervision:  
  - Discuss suicide assessments and reporting requirements  

  In Group Supervision:  
  ** Reminder:  
  - Typescript #2 on assigned date (WorldClassroom)  
  - Video/audiotape of the session  
  - Site Supervisor’s Acknowledgement Form (Tevera)  
  - Skills Tape Evaluation (STE) Student (Tevera)  
  - Skills Tape Evaluation (STE) Site Supervisor (Tevera)  
  - Due: Weekly Time Log (Tevera) |

| 15 | *** NO CLASS MEETING ON NOVEMBER 26 - THANKSGIVING ***  
  - Due: Weekly Time Log (Tevera)  
  - Due: Whole Group/Classroom Lesson Plan (WorldClassroom) |

| 16 | Doctorate and EdS  
  Information to be discussed in weekly site supervision:  
  - Communicate with your site supervisor about transitioning to internship. If you are staying at the same site for Internship, do not see clients (no direct hours) during the break unless you have produced a written note to the site supervisor AND copied the faculty supervisor stating that you will “not be under university supervision between the dates of _______ and _________."

  *** This note is due before the end of next week’s class.  

  Reading: Chapter 12 |
Due to liability concerns, students are not permitted to complete more than 10 direct hours during the break/interim regardless of the number of direct hours that the student may complete during the week(s) between terms. It is important the student is not completing more than the direct hours required. Students are not competent to complete more than the average 3-5 direct client hours per week of Practicum. More direct hours may result in dismissal as you will be placing your site and faculty supervisors’ licenses at risk.

In Group Supervision:
- Check in & live supervision
- Due: Weekly Time Log (Tevera)

**Reminder: Turn in the Professional Skills Evaluation (PSE) Student/Site Supervisor (Tevera) **

** Wrapping up**

Information to be discussed in weekly site supervision:
- Communicate with your site supervisor about transitioning to internship. If you are staying at the same site for internship, do not see clients (no direct hours) during the break between Practicum and Internship unless you have produced a written note to the site supervisor AND copied the faculty supervisor stating that you will “not be under university supervision between the dates of __________ and __________.”
  **This note is due before the end of class.**

*Due to liability concerns, students are not permitted to complete more than 10 direct hours during the interim for transfer into internship regardless of the number of direct hours that the student may complete during the week(s) between terms. It is important the student is not completing more than the direct hours required. Students are not competent to complete more than the average 3-5 direct client hours per week of Practicum. More direct hours may result in dismissal as you will be placing your site and faculty supervisors’ licenses at risk.

In Group Supervision:
- Due: Professional Skills Evaluation (PSE) – Student/Site Supervisor (Tevera)
- Due: Transcription with STE from Student/Site (WorldClassroom/Tevera)
- Due: Self-Care Strategy Final Paragraph (WorldClassroom)
- Due: All Weekly Time Logs (Tevera)
- Closure

**READING: None**

*Individual Supervision and Review of Documents.* Individual student-faculty meeting to review of course outcomes.
- Due: Final Weekly Time Logs (Tevera)

LOOKING FORWARD !!
*** NO CLASS MEETINGS ON WINTER BREAK: DEC. 21, 2021 – JAN. 1, 2021 ***

**SPRING 1 2021** CLASSES: JANUARY 4, 2021 – MARCH 5, 2021

*** NO CLASS ON MON., JAN. 18 – MARTIN LUTHER KING, JR. DAY ***

*** SPRING BREAK -- NO CLASSES -- MARCH 8 – MARCH 12 ***
Typescript Format

Follow these subheadings precisely. Proofread the narrative sections (not the content sections as those are of what was said exactly—every um, hmm, and oh included) of your paper for grammar and spelling before handing in. Double spaced, 12 pt font, Times New Roman, APA Style, one-inch margins. Review your work and follow guidelines exactly. Each number below after 1. is a subheading in your typescript.

Typescript 1: 11 pages
1. Cover/Title page (Running head, name, date, class) Per APA Style (use your pub guide)

2. Subheading I: narrative paragraph regarding demographics of roleplaying client, actual length (minutes) of interview, date of interview, diagnosis that person is role playing. This will be in APA Style.

3. Subheading II: Typescript Content (30 consecutive (no skipping) minutes of verbatim segment)

A verbatim transcript is what was said followed by CN/your evaluation of your comment as liked or disliked. IE., if you liked your CN response, simply type “Liked” with nothing further. If you disliked your response, type “Disliked: CN response was not appropriate because ______________. A better response would have been ______________.”

Example:
Counseling response (CN): ‘Have you been in counseling before?’
Client response (CL): ‘Well, when I was about 8 and my parents divorced but...I don’t remember much...’
CN: ‘so your last counseling experience was a while ago, when your parents divorced—you were young, so you don’t recall much’
Liked

Or

Counseling response (CN): ‘Have you been in counseling before?’
Client response (CL): ‘Well, when I was about 8 and my parents divorced but...I don’t remember much...’
CN: ‘so your last counseling experience was a while ago, when your parents divorced—you were young, so you don’t recall much...hmm... I imagine that was a tough time for you...’
Disliked, prefer CN: ‘so your last counseling experience was a while ago, when your parents divorced—you were young, so you don’t recall much...hmm... I imagine that was a tough time for you...’

Repeat this pattern for 30 consecutive minutes of tape or 10 pages, whichever comes first.
4. **Subheading III: Session Analysis**: I.E., in this section, label the overall strengths and weaknesses of your approach *specific to this session with the client* (what worked and what did not) and your plan for improvement with this client.

*Review your work and follow all guidelines.* Typescripts that do not follow these guidelines will be returned for rewrite and resubmission within 48 hours.

**Turn in the tape and consent form with both Skills Evaluations. Tape may be reviewed with the transcript.**

**Typescript 2**: 11 pages including cover page

1. **Cover/Title page** (Running head, name, date, class) *Per APA Style* (use your pub guide)

2. **Subheading I: Narrative on General Introduction** (1/2 page) including:
   - Brief background on client including personal constructs (religion if stated, race and or ethnicity, age, sexual orientation if stated in first session, marital status, etc.); current support system and hx of family system. This should equal approx. *one paragraph.*
   - History of counseling to date, including previous dx, current session number, and what has happened up until now, treatment plan thus far. *This should equal approx. one paragraph.*

3. **Subheading II: Typescript Content** (30 consecutive (no skipping) minutes of verbatim segment)
   - A verbatim transcript is what was said followed by CN/your evaluation of your comment as liked or disliked. IE., if you liked your CN response, simply type “Liked” with nothing further. If you disliked your response, type “Disliked: CN response was not appropriate because ______________. A better response would have been ______________.”

*Example:*

*Client response (CL):* ‘Well, I never really liked him, he always kind of creeped me out’.

*Counseling response (CN):* ‘He made you feel very uncomfortable’.

*Liked*

Or

*Client response (CL):* ‘Well, I never really liked him, he always kind of creeped me out.’

*Counseling response (CN):* ‘He made you feel very uncomfortable’.

*Disliked: paraphrased well but should have deepened paraphrase by integrating the inferred former relationship. Better response = ‘You have known him for some time, and he has always left you somewhat uncomfortable.’*

Repeat this pattern for 20-30 consecutive minutes of tape or 10 pages, whichever comes first.

4. **Subheading III: Session Analysis**: I.E., in this section, label the overall strengths and weaknesses of your approach *specific to this session with the client* (what worked and what did not) and your plan for improvement with this client.
Review your work and follow all guidelines. Typescripts that do not follow these guidelines will be returned for rewrite and resubmission within 48 hours.

**Turn in the tape and consent form with both Skills Tape Evaluations. Turn in typescript via webster.edu via email to professor (not through WorldClassroom). Tape may be reviewed with the transcript.**
Appendix G
Webster University
Professional Counselor Education and Preparation Program

Client Informed Consent and Statement of Confidentiality
(To be copied and provided to each client with original placed in client file)

Informed Consent
I, _________________________________________, (client or guardian) understand that this form is intended to help explain the process of receiving counseling services. I understand that ________________________________________, a counseling student at Webster University is a counselor in training (herein referred to as Student Counselor). This Student Counselor is working under the direct supervision of ________________________________________, a faculty member for Webster University and ________________________________________, a licensed supervisor for ___________________________________________________ (name of site). By signing at the bottom of the page, I agree to the following.

It has been explained to me that counseling services and psychotherapy have benefits and risks. Research has evidenced that receiving counseling services in times of emotional distress is more beneficial than receiving no counseling at all. Yet, there are no guarantees regarding treatment outcomes.

I understand that video or audio taping or live supervision may be used in counseling sessions. These tapes may be shared with other counseling students for purposes of training only. Tapes pertaining to counseling sessions will be maintained in a secured location and will be destroyed by the end of the practicum term or these counseling sessions.

I understand that I have the right to ask about any aspect of counseling or to terminate counseling sessions at any time.

I understand that I have the right to an explanation of any test/questionnaire I may be given, to decline participation in any such test or questionnaire, and to a summary, either verbal or written, of any test results/conclusions.

I understand that if I find myself in an emergency emotional situation (I feel like hurting myself or another), I agree to contact _____________________________________ (phone number of the nearest hospital emergency room) before I take any other action and ask for the mental health professional on call. I may contact my counselor in training or the named supervisor above after I contact the emergency room.

Statement of Confidentiality
I understand that there are specific situations in which my confidentiality may be broken and in which the Student Counselor and or supervisor is legally obligated to take actions that may be necessary to protect me or others from harm. If such a situation arises, it will be discussed with me before any action takes place.

I understand that the reasons for which my confidentiality may be broken include the following:

1. If it is suspect that a child or a vulnerable adult is being neglected and or abused,

2. If it is suspect that I, the client, present a clear and substantial danger to myself or other(s).

3. If there is a court order regarding the contents of my case.

Resulting actions may include contacting family members, seeking hospitalization, notifying potential targets, and notifying the police.

I understand that these counseling sessions may be terminated by me at any time and that the Student Counselor may, with advanced notice, refer me to another counselor. I also understand that the Student Counselor will end his/her relationship with this site at a set time and that I have
been notified that sessions may not occur with this Student Counselor beyond _______________________ (date of end of field experience).

I understand that this summary is designed to provide an overview of confidentiality and the limits of professional counseling. I understand that this form is required to be signed to by me before professional counseling services can be provided.

I have read and understand the above and have had the opportunity to ask questions regarding the counseling process before revealing personal information about myself.

<table>
<thead>
<tr>
<th>Client Signature</th>
<th>Printed Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent or Guardian Signature (If client is a minor)</td>
<td>Printed Name</td>
<td>Date</td>
</tr>
<tr>
<td>Student Counselor Signature</td>
<td>Printed Name</td>
<td>Date</td>
</tr>
<tr>
<td>Licensed Supervisor Signature</td>
<td>Printed Name</td>
<td>Date</td>
</tr>
</tbody>
</table>
Appendix F
Webster University
School Counseling Practicum - EPSY 6105

Self-Care Strategy

Burnout is a common occurrence in mental health professionals who do not practice some form of self-care. Self-care practices include weekly (or more) occurrences of relaxation by the student/counselor.

The practice of relaxation is meant to de-stress from the clinical experience. Examples include but are not limited to breath work, meditation, prayer, fictional reading, watching comedies, spending time with people who encourage feeling good and only talking about positive things for that period each week, visualization, etc. Note that exercise, while increasing endorphins in the body, should be in addition to a relaxation practice and not in place.

1. Students are required to implement a preferred self-care strategy throughout the term. On week 9 write a summary/final paragraph about the experience.

2. At the end of the term, answer the following questions and write a brief paragraph about the practice of self-care.

   • Signs I’m starting to get burnt out:
   • Ways I can relieve stress:
   • People I can depend on for support:
   • Sources of professional support (e.g., a counselor or healthcare provider):
   • Music I can listen to and relax:
   • Places I can go to feel happy and calm:
   • Positive affirmations to remind myself of my value:

Include the above questions and answers when writing the self-care paragraph indicating how practice of self-care affected your clinical experience and what you would change about it in the future.
WEBSTER UNIVERSITY
EPSY 6105 School Counseling Practicum
Self-Care Pre/Post Assessment

At the beginning of the term, students a) will choose 3 self-care activities, write up a plan for self-care for the semester and post on WorldClassroom during the first week of class, and b) will write a paragraph statement regarding what they learned about themselves from practicing the technique in addition to how it worked and what they would change about it at the end of each term.

The following worksheet for assessing self-care is not exhaustive, merely suggestive. Feel free to add areas of self-care that are relevant for you and rate yourself on how often and how well you are taking care of yourself these days.

When you are finished, look for patterns in your responses. Are you more active in some areas of self-care? Do you tend to ignore others? Are there items on the list that hadn’t even occurred to you?

Listen to your internal responses and dialogue about self-care and take note of anything you would like to prioritize moving forward.

<table>
<thead>
<tr>
<th>Rate the following areas according to how well you think you are doing…</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 = I do this well (e.g., frequently)</td>
</tr>
<tr>
<td>2 = I do this OK (e.g., occasionally)</td>
</tr>
<tr>
<td>1 = I barely or rarely do this</td>
</tr>
<tr>
<td>0 = I never do this</td>
</tr>
<tr>
<td>? = This never occurred to me</td>
</tr>
</tbody>
</table>

### Physical Self-Care

- ____ Eat regularly (breakfast, lunch, and dinner)
- ____ Get regular medical care for prevention
- ____ Get medical care when needed
- ____ Take time off when sick
- ____ Wear clothes I like
- ____ Do some fun physical activity
- ____ Think positive thoughts about my body
- ____ Exercise
- ____ Eat healthily
- ____ Get massages
- ____ Take vacations
- ____ Get enough sleep
- ____ Do some fun artistic activity

### Psychological Self-Care

- ____ Take day trips or mini-vacations
- ____ Have my own personal psychotherapy
- ____ Make time away from technology/internet
- ____ Read something unrelated to work
- ____ Notice my thoughts, beliefs, attitudes, feelings
- ____ Engage my intelligence in a new way or area
- ____ Do something at which I am not expert
- ____ Make time for self-reflection
- ____ Write in a journal
- ____ Attend to minimizing life stress
- ____ Be curious
- ____ Say no to extra responsibilities
- ____ Be okay leaving work at work
- ____ (Other) __________________

### Emotional Self-Care

- ____ Spend time with people whose company I enjoy
- ____ Stay in contact with important people in my life
- ____ Love myself
- ____ Allow myself to cry
| **Re-read favorite books, re-view favorite movies** | **Give myself affirmation/praise** |
| **Identify and seek out comforting activities/places** | **Find things that make me laugh** |
| **Express my outrage in social action or discussion** | **(Other) ___________________** |

**Spiritual Self-Care**

| **Make time for reflection** | **Spend time in nature** |
| **Find a spiritual connection or community** | **Be open to inspiration** |
| **Be aware of non-material aspects of life** | **Cherish my optimism and hope** |
| **Try at times not to be in charge or the expert** | **Be open to knowing** |
| **Identify what is meaningful to me** | **Meditate** |
| **Seek out reenergizing or nourishing experiences** | **Find time for prayer or praise** |
| **Contribute to causes in which I believe** | **Have experiences of awe** |
| **Read or listen to something inspirational** | **(Other) ___________________** |

**Relationship Self-Care**

| **Schedule regular dates with my partner** | **Make time to be with friends** |
| **Call, check on, or see my relatives** | **Ask for help when I need it** |
| **Share a fear, hope, or secret with someone I trust** | **Communicate with my family** |
| **Stay in contact with faraway friends** | **Enlarge my social circle** |
| **Make time for personal correspondence** | **Spend time with animals** |
| **Allow others to do things for me** | **(Other) ___________________** |

**Workplace or Professional Self-Care**

| **Take time to chat with coworkers** | **Make quiet time to work** |
| **Identify projects/tasks that are exciting** | **Take a break during the day** |
| **Balance my load so that nothing is “way too much”** | **Set limits with my boss/peers** |
| **Arrange workspace to be comfortable** | **Have a peer support group** |
| **Get regular supervision or consultation** | **Identify rewarding tasks** |
| **Negotiate/advocate for my needs** | **(Other) ___________________** |

**Overall Balance**

| **Strive for balance within my work-life and workday** | **Strive for balance among my family, friends, and relationships** |
| **Strive for balance between play and rest** | **Strive for balance between work/service and personal time** |
| **Strive for balance in looking forward and acknowledging the moment** |

**Areas of Self-Care that are Relevant to You**

| **(Other) ___________________** |

*Adapted from Saakvitne, Pearlman, & Staff of TSI/CAAP (2096). Transforming the Pain: A Workbook on Vicarious Traumatization. Norton. Adapted by Lisa D. Butler, PhD.*
## Live Supervision: Basic Counseling Skills Rating Form

*(To be used by instructor when viewing the student Live session)*

<table>
<thead>
<tr>
<th>D</th>
<th>M</th>
<th>N</th>
<th>1. Opens the interview in an unstructured, friendly and non-threatening way. Clarifies counseling and client/counselor relationship if necessary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>M</td>
<td>N</td>
<td>2. Attending: Counselor communicates attention verbally and non-verbally</td>
</tr>
<tr>
<td>D</td>
<td>M</td>
<td>N</td>
<td>3. Empathy: Demonstrates an understanding of what the client is experiencing and communicates that understanding to the client.</td>
</tr>
<tr>
<td>D</td>
<td>M</td>
<td>N</td>
<td>4. Minimal encouragers: Uses statements which prompt the client to say more and which provide a smooth flow to the dialogue.</td>
</tr>
<tr>
<td>D</td>
<td>M</td>
<td>N</td>
<td>5. Reflection of content: Is able to summarize or paraphrase client communications.</td>
</tr>
<tr>
<td>D</td>
<td>M</td>
<td>N</td>
<td>6. Reflection of feeling: Responds to and helps clients explore the emotional content of the client’s remarks.</td>
</tr>
<tr>
<td>D</td>
<td>M</td>
<td>N</td>
<td>7. Positive regard and warmth: Communicates feelings of worth and caring for the client as a person. Establishes good rapport; evidences warmth and acceptance.</td>
</tr>
<tr>
<td>D</td>
<td>M</td>
<td>N</td>
<td>8. Concreteness: Is direct and specific in discussing the client’s thoughts, feelings, and experiences.</td>
</tr>
<tr>
<td>D</td>
<td>M</td>
<td>N</td>
<td>9. Genuineness: The counselor relates to the client in a real and authentic manner.</td>
</tr>
<tr>
<td>D</td>
<td>M</td>
<td>N</td>
<td>10. Non-defensiveness and safety: Counselor models and encourages non-defensiveness and creates an environment that is conducive to the client’s expression of ideas and feelings and the exploration of behavior.</td>
</tr>
<tr>
<td>D</td>
<td>M</td>
<td>N</td>
<td>11. Verbal style: counselor is not overly talkative and is clear and concise when responding.</td>
</tr>
<tr>
<td>D</td>
<td>M</td>
<td>N</td>
<td>12. Silences are appropriately and effectively handled.</td>
</tr>
<tr>
<td>D</td>
<td>M</td>
<td>N</td>
<td>13. Respect: Demonstrates the use of techniques for initiating and maintaining a counseling relationship that are culturally sensitive to gender, race, religion, national origin, sexual orientation, disability, etc.</td>
</tr>
<tr>
<td>D</td>
<td>M</td>
<td>N</td>
<td>14. Response style: Counselor’s requests and responses are appropriate to the content of the client’s remarks and to the intellectual level of the client.</td>
</tr>
<tr>
<td>D</td>
<td>M</td>
<td>N</td>
<td>15. Responsibility: Counselor assumed an appropriate level of responsibility for the conduct of the session.</td>
</tr>
<tr>
<td>D</td>
<td>M</td>
<td>N</td>
<td>17. Confrontation: Points out discrepancies and inconsistencies in client’s statements and actions.</td>
</tr>
<tr>
<td>D</td>
<td>M</td>
<td>N</td>
<td>18. Restructuring: Helps client reframe or relabel thoughts, feelings, experiences, or behavior from a different perspective.</td>
</tr>
<tr>
<td>D</td>
<td>M</td>
<td>N</td>
<td>19. Immediacy: The counselor and the client appropriately discuss the counseling relationship.</td>
</tr>
<tr>
<td>D</td>
<td>M</td>
<td>N</td>
<td>20. Self-disclosure: Counselor appropriately shares his or her own feelings, thoughts, or experiences with the client.</td>
</tr>
</tbody>
</table>

**Comments:**

*Supervisor/Observer: ____________________________*
Counselors work with different populations and a variety of special needs and issues. They need to be ready to address these needs and be able to utilize many strategies to focus on these topics and to meet these needs.

This assignment involves selecting an area of interest (bullying, divorce, eating disorders, family dysfunction, abuse, low self-esteem, test-anxiety, friendship issues, etc.) Then design a 20–30-minute skill or intervention lesson. Students will present a therapeutic skill or intervention that can be used with a student.

The skill or intervention lesson will include:

1. A cover page with your name and the topic of the therapeutic skill or intervention
2. A second page will provide background information and an overview of the therapeutic skill or intervention, to include but not limited to,
   a. Identify the theoretical foundation and theorist
   b. Area of need (grief, abuse, self-esteem, etc.)
   c. The target population (age or grade level)
   d. History of the therapeutic skill or intervention
3. The goal and expected outcome objectives
4. Resources or materials needed to complete the activity
5. Directions on how to implement the therapeutic skill or intervention
6. The steps involved in the intervention
   a. Icebreaker,
   b. Lesson steps,
   c. Closure

Copies will need to be provided to all classmates and the instructor.
Appendix I
EVALUATION OF ON-SITE SUPERVISOR AND SITE BY STUDENT
(student completes this form and turns it in to instructor IN LAST WEEK of the FINAL INTERNSHIP)

NOTE: This form should be completed by the student and given to the Counseling coordinator/Faculty supervisor at the conclusion of the Practicum and/or Internship experience at a given setting.

Student Initials: __________________________ Term & Year: _____________________

Name of Internship Facility and Site Supervisor: ________________________________

For the following items circle the number that best represents your experience where
1 equals never, 2 equals rarely, 3 equals mostly, and 4 equals always.

Describe the setting and the type of clients with whom you worked and the problems they experienced.

You experienced and participated in all activities expected of a practicing counselor including but not limited to direct client hours, note taking and documentation, case conceptualization and treatment planning, referral process, intake, assessment, termination, staffing, and both individual and group counseling.

1 2 3 4
If not, list those you did not participate in:

________________________________________________________________________________

The site provided necessary facilities and resources to perform your responsibilities while in the role of internship student.

1 2 3 4

Your site supervisor used a theoretical approach and supervisory practices that were clear and consistent.

1 2 3 4

The site supervisor regularly referenced professional identity as a professional counselor.

1 2 3 4

This experience increased your professional development.

1 2 3 4

This supervisor increased your knowledge of and/or exposure to ethical practice.

1 2 3 4

Your supervisor was always available and responsive during sessions and for immediate (crisis) consultation.

1 2 3 4

Your site supervisor met with you weekly and reviewed your counseling and interpersonal skills.

1 2 3 4

An official evaluation form was followed and presented weekly and at mid and end term.

1 2 3 4

Please provide any additional comments (e.g., on the advantages and/or disadvantages of this particular setting):