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 Counseling Program Coordinator or Counseling Advisor; appendix D from the Clinical Handbook and a copy of the site supervisor’s license 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 appendices B, C, and D of the Clinical Handbook signed by the student and the practicum site supervisor and submitted to the practicum faculty supervisor/instructor by the initial class meeting.

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 ACA Code of Ethics (2014) in their practicum experience and throughout their Webster counseling program. Practicums are nonpaid.

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

Requisites

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 6100 and or 6200 before week 6 of the 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.

Objectives

Clinical field placement hours

- Students are required to evidence procurement of professional liability insurance prior to interacting with practicum/internship clients. If you have turned this into your Practicum faculty supervisor, we have a copy; if not, turn it in before seeing any clients. Pay attention to expiration date for this document.
- Students must complete supervised Internship experience that totals a minimum of 150 clock hours per 9-week term.
- At least 60 of those 150 clock hours must be direct service with clients that contributes to the development of counseling skills. Direct hours are to be a combination of group, individual hours, and intake. Intake and group hours cannot total more than 60% of total direct hours.
- Document weekly practicum/internship activity on the Weekly Activity Log that is submitted to the faculty supervisor/instructor. Have your site supervisor sign weekly. Maintain your own copies of the logs.
- A minimum of 50 consecutive minutes of individual and/or triadic supervision is required per week by your licensed site supervisor who is working in consultation with a program faculty supervisor in accordance with the supervision contract.
- A minimum of 1.5 hours of group supervision per week must be provided on a regular schedule throughout the internship course by the faculty supervisor.
- Evaluation of the student’s counseling performance throughout the Internship is required by both site and faculty supervisors, including documentation of a formal evaluation using the PSE in each 9-week term.

- For all clients, each student intern is required to:
  - Conduct an intake interview with both written and verbal informed consent and statement of confidentiality
  - Write a case note immediately after every session
  - Review case notes immediately prior to each session
  - Make and maintain weekly appointments with clients
  - Be punctual and reliable to the site and clients
  - Make and maintain weekly appointments with clinical site supervisor
  - Write a treatment plan after at least the third session once goals with that client are established
  - Write a treatment summary after the termination of each client and turn in with end of term log (this must be done also in case of referral)

Any of the above points not occurring on site must be reported to the faculty supervisor as soon as possible.

Self-care

Burnout is a common occurrence among mental health professionals. Self-care practices include weekly (or more) occurrences of relaxation exercises by the counselor trainee. The practice of relaxation is meant to self sooth from clinical work and create a schema for accessing relaxation wholly and quickly for better health and focus with clients; and to use as a tool with clients. Examples include but are not limited to: breathing exercises, meditation, prayer, visualization. Note that watching comedies, spending time with people who make you feel good, and exercise, are in addition to a self-care relaxation practice and not in place of. You are strongly recommended to implement a preferred self-care strategy throughout the term. At mid term, you will write a brief evaluations indicating how the practice of self-care/relaxation affected your clinical experience and what you would change about it in the future.

Weekly Activity Logs

Keep track of your clinical activities on a weekly basis using the Weekly Activity Log. You will 1) give these to your site supervisor at the end of each week to be reviewed and signed; and 2) turned into the faculty supervisor at various dates throughout term. 3) Write the logs in ink as pencil lead dissipates over time. 4) Ensure that you make a copy of each log and keep in a secured location for your
Group supervision

Group supervision will take place during each class period. Group supervision will occur once per week for a minimum of 1.5 hours and will involve group check in and student case presentations. The class may last longer depending on class size and intern needs. You will sign up for a case presentation, which will consist of introducing your theory and a case which may be accompanied by a segment of your recorded session.

You also will present one tape in an individual session with the faculty supervisor outside of class time during the term/semester.

*Students must demonstrate/verbalize advocacy efforts on behalf of clients. Each week in group supervision, commenting students will be responsible for describing specific actions that advocate for client(s). These can include working with outside community agencies on CL behalf, psychoeducation with CL, feminist theory strategies toward self-help in community; specific reading/review of literature by CIT on behalf of CLs, etc. Consult with instructor for review of acceptable advocacy practices with clients.

Non-defensive openness to group and supervisor feedback is critical as is providing constructive, non-threatening feedback to others. Use your counseling and interpersonal skills when providing feedback to a counselor trainee. You will be evaluated on providing feedback and receiving feedback. Group supervision is about providing feedback regarding skills to the counselor trainee and not about co-therapy. In other words, group supervision is not about assisting the counselor trainee in determining client outcome but in assisting the counselor trainee in developing competent skills. (see Classroom Safety and Notes)

Case Conceptualization

Case conceptualization is limited to 45 minutes, one per semester—strongly adhered to so practice your session to be fair to your peers. Demonstrate and articulate your theoretical orientation to the class through your case presentation. The following applies:

a. Present your theory to the class. Briefly discuss (no more than 5 minutes) techniques, key tenets, role of counselor, nature of change, client counselor relationship, empirical support, perspective on cultural diversity, and contemporary proponents of the theory - to help with time limit, you can put the more detailed information in the handout and summarize the main points only.

b. Place the above in a handout and provide a copy to instructor and peers.

Only the info in point A is necessary in the handout. Do not copy something from an article; this should be your interpretation of the items in point A above and should be brief, between 1 and 1.5 page(s), double spaced.

c. Provide an electronic copy of the written case conceptualization to the instructor via instructor email on the day you are presenting. See sample and instructional handout attached at the end of syllabus.

Presentation:

- articulate your theoretical orientation in the taped session (no more than 5 minutes)
- present your case based on the 6 trans-theoretical items (see attached) (not more than 10 minutes)
- play tape (15-20 minutes) - the professor may stop the tape at any time or ask fast-forwarding/rewinding if necessary
- receive feedback (10 minutes) - students will fill out the feedback form in more detail and give to the presenter.

Note that you will be evaluated by your peers on the presented information (or lack of) and predominantly by the skills you used and evidence of your theory in the taped session. Note that your written case conceptualization will follow a specific outline of the details of the case and your approach (see attachment at the end of syllabus). Follow that outline for full points.

Note: If you miss the day of your scheduled presentation, you will lose all the points for this assignment and will have to make another individual supervision with the faculty supervisor with any additional requirements. Due to the accelerated nature of our program, these assignments cannot be made up.
Meet with your assigned site supervisor for individual supervision once per week for a minimum of 50 consecutive minutes.

If you experience difficulty with your site supervisor, you are to take the following steps immediately: Consult your internship faculty supervisor/instructor ASAP to discuss the difficulty with the site supervisor in order to attempt to professionally resolve any difficulties or conflicts with the site supervisor in person. Follow up with the faculty regarding the outcome of the meeting with the site supervisor.

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

Individual supervision sessions with faculty supervisor

Interns will meet with the faculty supervisor outside of class for individual supervision at least one time per term to review a recorded client session. The number required individual supervisions with the faculty supervisor can increase at the faculty supervisor's discretion based on the student's skill development.

Steps to a successful individual supervision with faculty supervisor:

a. Record a client session for a minimum of 40 minutes for each individual supervision session
b. Review the tape with your site supervisor PRIOR to your appointment with the faculty; have the site supervisor complete a Skills Tape Evaluation and review it with you.
c. Review the tape on your own and complete a Skills Tape Evaluation on yourself.
d. Bring your self-evaluation of the session and your site supervisor’s evaluation of the session to your individual supervision meeting with the faculty. Bring your case notes for that session. If this is your third or more session, bring a treatment plan, if this is your termination session, bring your termination summary. Be prepared to discuss your theory, skills, and session in same format as case conceptualization. Your case notes must be signed by the site supervisor to acknowledge that an informed consent was provided to the client for that session.

Note: Some students may be required to meet with the faculty supervisor outside of class for additional individual supervision during the semester when the student is not progressing at a rate consistent with the course. Extra sessions are made by the faculty supervisor and are not uncommon. Participation/availability of the student intern during supervisor office hours is required.

Resource and Referral Portfolio

Develop a list of appropriate and varied referral resources throughout the internship experience that accurately reflects your area and the population you serve, collect resources that can be accessible to individuals with various mental health needs. Bring your collection to the last class for review by the faculty.

LPC Interview

Interview an LPC to learn their experiences with consultation among colleagues. This interview may be with LPCs at your site, your site supervisor, or an LPC at another location.

PSE evaluations

You are evaluated throughout the semester based on your attendance, participation, conduct, adherence to ACA Code of Ethics, reception of constructive feedback/supervision, and all skills detailed in the PSE. Your site supervisor and faculty supervisor will complete, review with you, and sign a PSE twice during each semester – once during the midterm and once at the end term. The instructor reserves the right to complete a PSE at any time throughout the term as a need arises.

Outcomes

<table>
<thead>
<tr>
<th>2016*/2009 CACREP Standards*</th>
<th>Corresponding assessments</th>
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</thead>
</table>
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) (2009 CACREP standard II.G.5.c.; and 2016 2.F.5.g.); and counselor characteristics and behaviors that influence the helping process (2016 2.F.2.f.)

Describe self care strategies appropriate to the counselor role (CACREP 2009 standard II.G.1.d.; CACREP 2016 standard 2.F.2.l.)

Describe and demonstrate procedures for assessing crisis intervention and suicide prevention models, including the use of psychological first aid strategies (CACREP standard II.G.5.g.) and abilities to use procedures for assessing and managing suicide risk (CACREP standard CMHC D.9.; and 2016 2.F.5.1.); and procedures for assessing risk of aggression or danger to others, self-inflicted harm or suicide (2016 2.F.7.c.); and procedures for identifying trauma and abuse and for reporting abuse (2016 2.F.7.d)

Define and demonstrate ethical and legal considerations specifically related to the practice of professional clinical mental health counseling (2009 CMHC A.2.; 2016 5.C.2.l.)

Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate (CACREP 2009 standard CMHC D.9.)

Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management (CACREP 2009 standard CMHC H.2; and 2016 5.C.3.a.); and developmentally relevant counseling treatment or intervention plans (2016 2.F.5.h; and 2016 5.D.2.m.)

Applies current record keeping strategies related to clinical mental health counseling (CACREP standard CMHC D.7; and 2016 2.F.1.m.)

Counseling supervision models, practices and processes (CACREP standard II.G.1.e)

*2016 CACREP standards apply to the Clinical Mental Health Counseling track actively preparing for CACREP accreditation at the following campuses: Columbia, Charleston, and Myrtle Beach.

**2009 CACREP standards apply only to the Clinical Mental Health Counseling track at the Webster Groves campus.

While the program at is neither accredited nor currently actively preparing for accreditation at other campuses, students at other campuses and/or enrolled in other tracks are still held to these standards as these represent best practices in the field of counselor education.

Materials

The counseling practicum and internship manual

Author: Hodges, S.
Publisher: Springer Publishing
Edition: 2011

Before you see your first client: 55 things, counselors, therapists, and human service workers needs to know.
Counseling strategies and interventions

Author: Cormier, S. & Hackney, H.
Publisher: Pearson
Edition: 8th
Optional

Strongly recommended

The counselor and the law

Author: Wheeler, S. M.
Publisher: American Counseling Association
Edition: 7th
Optional

Strongly recommended - you will refer to this throughout the rest of your careers

Making changes last

Author: Kottler, J.
Publisher: Routledge
Edition: 1st
Optional

Strongly recommended

Evaluation

Criteria

*In addition to the criteria below, completion of all required hours and agency service is required to pass this course*

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<tr>
<th>Type</th>
<th>Weight</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Attendance and participation</td>
<td>30 points</td>
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</tr>
<tr>
<td>Typescript</td>
<td>20 points</td>
<td></td>
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<tr>
<td>Quizzes</td>
<td>3 @ 10 points each</td>
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<tr>
<td>Live session skills evaluation</td>
<td>10 points</td>
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<tr>
<td>Outside faculty supervision skills evaluation</td>
<td>10 points</td>
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<tr>
<td>Clinical case notes</td>
<td>5 points</td>
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<tr>
<td>Faculty PSE</td>
<td>50 points</td>
<td></td>
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<tr>
<td>Site supervisor PSE</td>
<td>25 points</td>
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Breakdown
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<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
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<tbody>
<tr>
<td>CR</td>
<td>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.</td>
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<tr>
<td>NC</td>
<td>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.</td>
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<tr>
<td>F</td>
<td>Work that is unsatisfactory; also, per the Professional Counseling program, grade of &quot;F&quot; 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</td>
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## 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. 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.

Note, this is a 9-week course, but the schedule below reflects an 18-week schedule. This is because we conceptualize of COUN 6100 & 6200 (Practicum 1 & 2) together as a semester-long experience. The schedule below reflects activities and due dates for both COUN 6100 and 6200 together to give you an idea of how to plan for the duration of your practicum experience.

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<th>When</th>
<th>Topic</th>
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</table>
Class 1 | Preparing for practicum
---|---
**READINGS DUE**
- Appendix G, *Ethical guidelines* (handout)
- Cristiani, *Characteristics of a helping relationship* (handout for this week’s reading)
- Carkhuff/Nelson, *Levels of Facilitative Response* (handout)

**Information to be discussed in weekly site supervision (ie, with site supervisor)**
- Begin meeting with supervisors this week
- *Informed Consent and Confidentiality* form (handout)—Review site’s protocol for informed consent w/site supervisor
- Provide copy of syllabus to your site supervisor

**In Group Supervision:**
- DUE: PROOF OF LIABILITY INSURANCE
- DUE: *Professional Practicum Agreement*—signed documentation—Appendices B,C, and D if not already turned in
- Complete site supervisor contact information (handout)
- Course Introduction and Syllabus Overview
- Sign up for live supervision sessions

**Brief Discussion:** Trusting the process and “writing the pattern”

Class 2 | Crisis Management
---|---
**READINGS DUE**
- Bauman, Ch 6, Suicide; Hodges, Ch 9

- Contact Information Sheet (handout)
- No Harm Contracts (handout)
- Lamport-Commons et al., *Informed consent: Do you know it when you see it?* (on Blackboard, for next weeks discussion)

**Information to be discussed in weekly site supervision:**
- *Review site’s protocol for assessment of suicidal and homicidal ideation and mandatory reporting and documentation of each.*
- *Ask their thoughts on no harm contracts*

**Group Supervision:**
- Check in
- Discussion: Informed consent. Assessing for suicidal and homicidal ideation. No Harm contracts (handout)

Class 3 | Addiction; continuing supervision
---|---
**READING DUE**
- Bauman, Ch 5, Substance Abuse; and Ch 1, Sexual Abuse; Hodges, Ch 4

**Information to be discussed with weekly site supervisor:**
- *Review your site’s protocol for assessment of SA*

**Group Supervision:**
- Reading Quiz 1—sexual abuse and mandated reporting
- Check in
- Discussion: Assessing for substance abuse and sexual abuse and mandatory reporting in field experience.
<table>
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<th>When</th>
<th>Topic</th>
<th>Notes</th>
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</table>
| Class 4 | Multicultural issues, assessing substance abuse; continuing supervision | **READINGS DUE**-  
Review the *General Medical Questionnaire* for use in Typescript 1  

Information to be discussed with weekly site supervisor:  
- *Managing sexual minorities and broaching multiculturalism in counseling.*  

In Group Supervision:  
- Reading quiz 2, assessment of substance abuse  
- Discussion, broaching MC in session  
- Check in  

Typescript 1 due in two weeks—prepare now. |
| Class 5 | Grief; violence protocol; continuing supervision | **READINGS DUE**--none  

Information to be discussed in weekly site supervision:  
- Ask their thoughts on counseling grieving clients  
- Ask agency’s protocol and supervisors thoughts on violent clients  
- Review of tape 1 with supervisor  

In Group Supervision:  
- 15 minute discussion, ‘appropriate’ grieving in clients (DSM?)  
- Check in (30 mins)  
- Live supervision begins (45 mins)  

Typescript 1 due NEXT CLASS MEETING. Late papers receive point penalty. |
| Class 6 | Continuing supervision | **READINGS DUE:** none  

Information to be discussed in weekly site supervision:  
- *Provide site super with a blank/incomplete copy of the Professional Skills Evaluation form to complete, sign, and review with you. Then, turn in to professor no later than next class meeting. THAT’S IN ONE WEEK—PREPARE.*  
- Ensure all logs are signed and approved by your site super this week so you may turn in to faculty supervisor next week.  

In Group Supervision:  
- DUE: Tape 1 and Typescript 1, affiliated Skills Tape Evaluations (yours and your site supers); and consent form. Place all documents and tape in a sealed large manila envelope with your name on it and turn in. No loose tapes will be accepted.  
- Check in  
- Live supervision begins |
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<th>When</th>
<th>Topic</th>
<th>Notes</th>
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</table>
| Class 7 | SOAP notes, continuing supervision         | READINGS DUE: SOAP note format  

Information to be discussed in weekly site supervision:  
- Review of tape 1, if haven’t done with super.  

In Group Supervision:  
- DUE: Signed site supervisor midterm evaluation PSE  
- DUE: All weekly logs completed to this date. *All logs are to be signed by the site supervisor, stapled in chronological order, with direct and indirect hours tallied on the top page; direct hours should be broken into intake, group, and other hours.*  
- Live supervision  
- 15 min Discussion: note taking  
- Check in  

*NOTE: INDIVIDUAL MIDTERM EVALUATIONS PROVIDED ON AS NEEDED BASIS – meeting with professor outside of class may be required of some students from this point forward in order to prepare for internship.*

| Class 8 | Termination; continuing supervision       | READINGS DUE: Keys to termination (handout)  

Information to be discussed in weekly site supervision:  
- *Discuss termination protocol with your site supervisor and how they terminate at your site*  

In Group Supervision:  
- DUE: 1 set of case notes (notes from one session with one client); black out all names; insure site supervisor is aware you are turning in. Faculty will review for appropriate content while allowing for agency formatting, and turn back to you with written feedback. Students will turn in one set per week until they have all items in notes required by faculty. IE, some students will turn in appropriate notes the first time and will be done; others will turn in one set for weeks until their notes are complete.  
- 15 min discussion: appropriate termination  
- Group check in  
- Live supervision

| Class 9 | Continuing supervision                    | NO READINGS DUE unless otherwise noted  

In Group Supervision:  
- Live supervision  
- Group check in

| Class 10 | Continuing supervision                   | NO READINGS DUE unless otherwise noted  

In Group Supervision:  
- Live supervision  
- Group check in
<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Notes</th>
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</table>
| 11    | Continuing supervision | **NO READINGS DUE unless otherwise noted**  
  In Group Supervision:  
  • Live supervision  
  • Group check in  
  Typescript 2 due in two weeks—prepare now. |
| 12    | Continuing supervision | **NO READINGS DUE unless otherwise noted**  
  In Group Supervision:  
  • Live supervision  
  • Group check in |
| 13    | Continuing supervision | **NO READINGS DUE unless otherwise noted**  
  In Group Supervision:  
  • Live supervision  
  • Group check in  
  Tape 2 due in two weeks. Prepare. |
| 14    | Continuing supervision | **NO READINGS DUE unless otherwise noted**  
  In Group Supervision:  
  • Live supervision  
  • Group check in |
| 15    | Continuing supervision | **NO READINGS DUE unless otherwise noted**  
  In Group Supervision:  
  • DUE: Tape 2 and Typescript 2, affiliated Skills Tape Evaluations (yours and your site supers); and consent form. Place all documents and tape in a sealed large manila envelope with your name on it and turn in. No loose tapes will be accepted.  
  • Live supervision |
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<th>When</th>
<th>Topic</th>
<th>Notes</th>
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<tr>
<td>Class 16</td>
<td>Continuing supervision</td>
<td>Information to be discussed in weekly site supervision:</td>
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<td>- Ensure all logs are signed and approved by your site super this week so you may turn in to faculty supervisor next week.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Provide site super with a blank/incomplete copy of the Professional Skills Evaluation form to complete, sign, and review with you. Then, turn in to professor no later than next class meeting. THAT’S IN ONE WEEK—PREPARE.</td>
</tr>
<tr>
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<td>- 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 __________.</td>
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<td><em><strong>This note is due before the end of next week’s class.</strong></em></td>
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<td>In Group Supervision:</td>
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<td></td>
<td>- Live supervision</td>
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<td>- Group check in</td>
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</table>
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: Site supervisor signed final PSE
- DUE: Paragraph on self care technique
- DUE: All signed logs
- DUE: Note to site and faculty supervisors if you are seeing clients during break between terms.
- DUE: Student evaluation of site and supervisor

Discussion:

- Check in
- Closure

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.

Course Policies

Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:

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 relationships, i.e., what is discussed in the course 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 2014) 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 (2014)
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.

**Attendance and participation**

**Course Attendance:**

The University reserves the right to drop students who do not attend class the first week of the term/semester. The counseling program reserves the right to drop a student who misses two classes or more during the term/semester. Any absence or tardiness in this accelerated program will result in a significant loss of learning. Students are expected to attend all class sessions of every course. Additionally, students are expected to come to class on time, having completed the reading assignments, ask questions and participate in all activities, as well as write at a graduate level. Students coming to class more than 30 minutes late or leaving class early will be considered ‘Absent’ for the class session.

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.

**Participation**

Participation is required in all counseling courses. Counselors are often required to lead group counseling, educate large groups on various topics, present in court, and perform public presentations of various types. Students who have difficulty speaking out loud in class, making presentations to the class, and participating in class discussions regularly should consider a different career path or face the potential of being dismissed for lack of performance. Students are subject to appropriate academic penalty for incomplete or unacceptable work, or for excessive or unexcused absences (see *Course Attendance* section for this). See the *Grading* section on individual course syllabi for further information.

**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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### Institutional Policies

#### Academic Policies

Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

**Undergraduate Studies Catalog**

The Undergraduate Studies Catalog contains academic policies that apply to all undergraduate students. The *academic policies and information* section of the catalog contains important information related to *attendance, conduct, academic honesty, grades,* and more. If you are an undergraduate student, please review the catalog each academic year. The current Undergraduate Studies Catalog is at:


**Graduate Studies Catalog**

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The *academic policies* section of the catalog contains important information related to *conduct, academic honesty, grades,* and more. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

[http://www.webster.edu/catalog/current/graduate-catalog/](http://www.webster.edu/catalog/current/graduate-catalog/)

#### Grading

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

**Undergraduate**

[http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading](http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading)
Incomplete

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that he/she understands and follows the policies.

Grade Appeals

Instructors are responsible for assigning grades, and students should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

Academic Honesty Policy

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others' work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The University’s Academic Honesty Policy is published in academic catalogs:

Undergraduate

http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html

Graduate

http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html

As a part of the University commitment to academic excellence, the Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:

http://www.webster.edu/arc/plagiarism_prevention/

Statement of Ethics

Webster University strives to be a center of academic excellence. The University makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University's statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

Undergraduate

http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics

Graduate

http://www.webster.edu/catalog/current/graduate-catalog/ethics.html

Important Academic Resources

Academic Accommodations
Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the Academic ADA Coordinator at the main campus. The Academic ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu (mailto:disability@webster.edu).

If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

Academic Resource Center

Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc (http://www.webster.edu/arc) or Loretto Hall 40 on the main campus for more information.

Student Success Portal

Webster University’s Student Success Portal, powered by Starfish, is a communications tool to connect students with faculty members and campus support services. It allows faculty and staff members to communicate with you regarding academic achievements as well as areas where support may be helpful. You may use the portal to contact faculty and staff members for assistance and to arrange meetings. Activity in the portal will be communicated to your Webster University email account. The Student Success Portal is available via your course home page in WorldClassRoom or via Connections. Learn more about the Student Success Portal at http://www.webster.edu/success/students.html (http://www.webster.edu/success/students.html).

University Library

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the University’s worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all of these resources and services is http://library.webster.edu (http://library.webster.edu/). For support navigating the library’s resources, see http://libanswers.webster.edu/ (http://libanswers.webster.edu/) for the many ways to contact library staff.

Drops and Withdrawals

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html
(http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html)

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html
(http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html)

Academic Calendar - http://www.webster.edu/academics/academic-calendar/
(http://www.webster.edu/academics/academic-calendar/)

Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the “Tuition, Fees, and Refunds” section of Webster’s Academic Catalogs:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html
(http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html)

Graduate
Student Handbook and Other Important Policies

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:

http://www.webster.edu/student-handbook/

Sexual Assault, Harassment, and Other Sexual Offenses

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

http://www.webster.edu/sexual-misconduct/

Research on Human Subjects

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:

http://www.webster.edu/irb/index.html

Course Evaluations

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

Important Technology Information

Connections Accounts

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming University email. Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

http://www.webster.edu/technology/service-desk/

WorldClassRoom

WorldClassRoom is Webster’s Learning Content Management System (LMS). Your instructor may use WorldClassRoom to deliver important information, to hold class activities, to communicate grades and feedback, and more. WorldClassRoom is available using your Connections ID at:

https://worldclassroom.webster.edu/

Webster Alerts

Webster Alerts is the University’s preferred emergency mass notification service, available free to current students, faculty and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice mail and email communications. Valuable information concerning a range of incidents affecting you - from weather-related campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit:

http://www.webster.edu/technology/services/webster-alerts/