

**PRACTICUM IN COUNSELING
COUN: 5065**

I. Contact Information

Instructor: Miranda King, LPC

Phone Number:

Email Address: mking@ulm.edu

Office Location: Zoom online

Office Hours: By appointment only

Preferred mode of communication with professor: text/ULM email

Preferred mode of communication with other students: text/ULM email

Credit hours: 3

Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).

- II. COURSE DESCRIPTION:** In this online course, instruction and supervision are via teleconferencing through Zoom. Students provide screening, intake, assessment, and counseling for clients at ants 1JETQ/F1 12yBT/F2voicemail

inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. Students who have a disability and feel they need accommodations in the course must present a letter to the instructor from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. Students who need accommodations because of a known or suspected disability should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

Special circumstances. Students who encounter any unforeseen circumstances during the semester that may affect their performance (e.g., physical, or mental illness, family emergency) must let their instructor know within seven (7) days so possible accommodations can be discussed or alternative arrangements made. Please note that accommodations are not retroactive, so it is important to request them in a timely manner.

- IV. EMERGENCY:** In the event of a crisis or to prevent a future crisis, contact your site supervisor and faculty supervisor at their given phone numbers.

Even if you have notified your site supervisor or the situation is no longer a crisis, it is important for your university supervisor to be informed.

- V. COURSE PREREQUISITES/COREQUISITES:**

Prior to enrolling in Practicum, student must have successfully completed COUN 5001,5005,5010, 6063,6067,5022,6052,5062,5021,5011 and the Summer Workshop.

- VI. INSTRUCTIONAL METHODS:** Lecture, individual supervision, group supervision, site supervision and/or supervision via videoconferencing, review of written documentation, and formal evaluation at the end of the semester.

VII. Course Content, Objective, CACREP Standards, and KPI

Content Areas

Practicum is designed to refine counseling and interviewing skills and to develop new skills, including individual, couple, family, and group counseling skills. Through effective use of individual/triadic and group supervision, the student is expected to expand his or her repertoire of counseling techniques and interpersonal relationship skills.

This course is designed to enable students to:

A.

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- Q. Understand how to use developmentally appropriate career counseling interventions and assessments; environmental assessments, systematic behavioral observations, symptom checklists, personality and psychological testing
 - R. Demonstrate the ability to apply developmentally appropriate individual, couple, family, and group counseling interventions and treatment plans

Objectives

Program Objectives related to CACREP Cores 3. D and F.

Students will demonstrate content and skills in core areas D and F and be evaluated as part of the KPI #2.

Program Objective related to CACREP Core 3.E. Counseling Practice and Relationships

Students will demonstrate skills in the practice of counseling related to their concentration that will be measured at six points in time using the Counselors Competency Scale - Revised with a success rate at or above 80%.

Program Objective related to CACREP Core 2.C.2.a.b.c. Individual Student Assessment

Students will demonstrate professional dispositions in the practice of counseling related to their concentration that will be measured at six points in time using the Counselors Competency Scale - Revised with a success rate at or above 80%.

CACREP Standards

From the objectives above, students will demonstrate the following CACREP Standards and some will be evaluated for the KPI #2 for the Core 3. D and F. **Standards Core**

Career Development KPI #2

theories and models of career development, counseling, and decision-making	D.1
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approaches for assessing the conditions of the work environment on clients' life experiences	D.4
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strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development	D.5
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developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities	D.7
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strategies for improving access to educational and occupational opportunities for people from marginalized groups	D.11
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Group Counseling and Group Work KPI #2

theoretical foundations of group counseling and group work	F.1
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dynamics associated with group process and development	F.2
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therapeutic factors of group work and how they c-18 17.50 G2(group)JTJETQq54.07	
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IX. INSTRUCTIONAL METHODS

Lecture, individual supervision, group supervision, site supervision and/or supervision via videoconferencing (zoom)

X. Student Performance Evaluation: Criteria and Procedures

Satisfactory completion of practicum depends on the **quality** of work done as well as **quantity**. This course offers students an opportunity to apply and practice the various skills and theories they have learned from all previous course work. The work expected should indicate clearly that the student possesses the skills appropriate for entering the counseling profession and be able to adequately counsel a general population of clients. Whereas some assignments will be graded (recordings and conceptualization), other assignments must be completed (hours and paperwork) and be given a satisfactory mark by the supervisors (evaluations) before passing the class.

Required Hours (Needed to pass)

Conduct a minimum of 100 hours of supervised practicum experience in individual counseling. At least 40 of these 100 hours must be direct service with clients.

- a. At least four of these hours (sessions) must be with someone of a different cultural background than yourself.
- b. At least two of these sessions must be with someone who has a physical, and/or emotional, and/or mental disadvantage.
- c. At least two of these clients must be seen a minimum of four times.

Practicum Signature Assignments

Group Assignment Learning Objectives:

The student will articulate an understanding of the characteristics and functions of effective group leadership.

Professional Identity Paper Learning Objectives

The student will identify and articulate theories and models social/cultural identity development.

The student will understand and be able to articulate theories of human development across the lifespan and the systemic and environmental factors that affect it.

The student will identify and apply theories and models of career development, and counseling.

Instructions:

Group Facilitation/Leadership Experience (25 points) –

Focusing on current models of effective group leadership, facilitate a therapy or psychoeducational group at your site and write up a 2-3 page summary of your experience. Be prepared to share about this experience

Professional Identity and Theoretical Influences Paper (25 points)-

Please write an 8-10 page paper on your professional identity development. Describe which theories and models of counseling that have influenced you most on your journey to becoming a counselor. Be sure to include a brief history of influential theories and touch on various models of counseling. Finally, describe which ones you are most likely to use in the development of your career goals and professional identity. Use the following outline to structure your paper:

It will be your responsibility to have your Hours Logs, midterm/final faculty/site supervisors' evaluations, and your site evaluation completed and submitted by due date. If you believe you are not getting enough hours to complete the required 60 indirect and 40 direct, please contact me ASAP. It would be wise to save your logs to multiple sources just in case something happens to your main source.

Recordings/Skills Videos

Students will present 3 10 minute videos of sessions with clients for class review. The session should demonstrate your chosen theoretical orientation and effective counseling skills in helping your client. **For Sites Where Recording Sessions is Prohibited:** If your site does not allow recording of

be approved by the faculty and site supervisor beforehand. Evidence of attendance is required in order to count toward indirect hours. Students can find approved associations in which to engage in webinars in the International Society for Counseling link located in the first week of the course program.

Evaluation and Grade Assignment

Assignment points can be interpreted as the following:

A+ to A- = 100-90%; B+ to B- = 89 – 80%; C+ to C- = 79 –70%; D+ to D- = 69 – 60%; F = 59-0%

Assignment	Where to Submit	Due Date	Point Value
Participation 1.5 hours per week for duration of class	Class	Weekly	Pass/Fail
Professionalism	Class	Weekly	10
Weekly Time Logs	Tevera	Weekly	Pass/Fail
Skills Videos/Self- evaluation	Acclaim/Class	Weekly	2 at 5 points each = 10
Practicum/Internship Manual Attestation	Tevera	Week 1	Pass/Fail
Professional Identity Paper	Canvas	Week 4	25
Midterm Time Log	Tevera	Week 8	Pass/Fail
Group Facilitation	Class	Week 8	25
Faculty and Site Supervisor Midterm Evaluations	Tevera	Week 8	Pass/Fail
Biopsychosocial/ Case Conceptualization	Canvas	Week 10	30
Student Self-Evaluations	Tevera	Week 10	Pass/Fail
Student Evaluation of Site and Supervisor	Tevera	Week 15	Pass/Fail
Faculty and Site Supervisor Final Evaluations	Tevera	Week 15	Pass/Fail
Association Engagement	Canvas	Week 15	Pass/Fail
Final Time Log	Tevera	Week 16	Pass/Fail
			100

XI. CLASS POLICIES AND PROCEDURES

A. Textbook(s) and Materials:

Recommended:

Hodges, S. (2024). *The Counseling and Practicum and Internship Manual*. New York, NY: Springer.

Kotler, J. (2017). *On Being a Therapist (5th Edition)*. New York, NY: Oxford.

- B. **Attendance Policy:** Class attendance and participation are required. (**Two absences or two missed appointments**, or combination resulting in two misses, will result in lowering of grade by one letter grade or possible repeating of practicum.). A minimum of one and one-half (1 ½) hours per week of group supervision with the university supervisor and other students and one hour per week of site supervision is required for participation.
- C. **Make-up Policy:** There are no make-up assignments and no late assignments accepted unless student can provide official emergency documentation supportive of delay in submission or missed submission. This documentation will need to be submitted to the professor within three weeks of the missed assignment and will be accepted at the discretion of the professor.
- D. **Course Evaluation Policy:** At a minimum, students are expected to complete the online course evaluation.
- E. **Student Services:** Information about ULM student services, such as Student Success Center (www.ulm.edu/studentssuccess/), Counseling Center (www.ulm.edu/counselingcenter/), Special Needs (www.ulm.edu/counselingcenter/special.htm), and Student Health Services, is available at the following Student Services website www.ulm.edu/studentaffairs/.
- F. **Emergency Procedures:** In the event of a crisis or to prevent a future crisis, contact Dr. Matthews immediately by cell phone, (214) 566-0822 or by email cymatthews@ulm.edu. If for any reason you are unable to reach Dr. Matthews, contact Dr. Frusha at office (318) 342.3124 or Dr. Hale at (318) 342-1349.

Even if you have notified your site supervisor or the situation is no longer a crisis, it is important for your university supervisor to be informed.

- G. **Discipline/Course Specific Policies:** All assignments will be graded and returned to student within a week of submission unless otherwise notified by instructor. There are no make-up or late assignments (see policy above). All assignments must be submitted in APA format unless otherwise notified by instructor.

H. **Technology for the Class**

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

View Canvas regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students are responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

Student Services:

The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential

Semester Calendar

Week Topic/Tasks/ Readings/ Deliverables

Week 1 Attending Behaviors, Client Observation Skills and Supervision

Assignments **Live Discussion Topics:** Professional identity and role of the therapist. Review of the Microskills Model, Attending Behaviors, Client Observation
Hodges: Chapter 7 Models of Supervision: Classroom and Site Supervision

Optional Readings:

Hodges: Chapter 1 Professional identity, Professional organizations, licensure
Chapter 7 Models of Supervision: Classroom and Site Supervision (CACREP Standards Section 2 F1m, F1k)

Get oriented to the course. Watch Orientation Video and Faculty Supervisor Welcome

Practicum and Internship Manual Attestation

Zoom meeting next week. **For live zoom supervision, the student is expected to be in a private location free from interruptions and available via audio and video. If you are driving you will be asked to leave the session and make up the time. Failure to appear via both audio and video will affect the participation points. If the student is not in a private location, they may be asked to change locations or miss supervision that day which can affect the grade as well.**

Deliverables:

First log due Sunday by midnight. If you have no clients this week please submit a log anyway so that we can give points for this week. It can say zero on the direct hours section. Usually the first week's log has some indirect training hours.

Practicum/Internship Manual Attestation Due

Sign up for in class case presentations (sign ups due week one/

Deliverables

Weekly logs due by Sunday at midnight

Week 3 Crisis Intervention and Self-Care

Assignments **Live Discussion Topics:**

Week 6 Integration of Applied Skills

Assignments **Live Discussion Topics:** Client assessment & treatment.

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

Reminder:

Your Mid-Term Evaluation is due in TWO WEEKS. Arrange for mid-term conference with your site

Week 9 Use of Questioning and Multicultural Considerations

Assignments **Live Discussion Topics:** Use of Questioning & Multicultural Considerations. Client assessment & treatment.

Hodges: Chapter 2 Multicultural Issues and Considerations

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

Deliverables

Weekly logs due by Sunday at midnight

Week 10 Student Self-Evaluation

Assignments **Live Discussion Topics:** Client assessment and treatment. Other topics: Self-care, theory development and integration, countertransference, site supervisor relationships.

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

Deliverables

Weekly logs due by Sunday at midnight

Biopsychosocial/ Case Conceptualization due Sunday at midnight (See Instructions at beginning of syllabus and in Canvas; this needs to be by uploaded Sunday at midnight; note these should have been uploaded on your presentation date. This reminder is a just an additional checkpoint to be sure that you uploaded your assignment into canvas).

Student self-evaluations due Sunday at midnight (in Tevera)

Week 11 Integration of Applied Skills

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Deliverables

Final logs due by Sunday at midnight

Make sure that all Tevera documents are complete

Association Engagement-proof of activity due by Sunday at midnight

Biospychosocial/ Case Conceptualization

Group Facilitation Assignment needs to be uploaded by Sunday at midnight (If not already done-Note these should have been uploaded on your presentation date present.

This reminder is a just an additional checkpoint to be sure that you uploaded your assignment into canvas).

Rubrics

Group Leadership Facilitation

Professional Identity Paper

COUN 5065 Grading Rubric KPI#2
This will be assessed in your Tevera account

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5 = Advanced: Skills and understanding evident at an exceptional level

4 = Proficient: Strong level of mastery of skills and understanding

3 = Basic: Understanding of concepts/skills evident

2 = Developing: In process of developing understanding of concepts and skills; growth needed

1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

NA: Not Applicable

Note: Ratings of 3 or above indicate performing well for student's stage of development.

Assignment Specific Requirements and Professional Identity 2024 CACREP Standards

Assignment Specific	CACREP Standard	Performance Level 1-5
	Core	

Comments Box: