

# **PRAIRIE VIEW A& M UNIVERSITY**

## **Counseling Practicum I**

**Dept. of Educational Leadership & Counseling**

**College of Education**

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**Office Hours:** Monday and Tuesday 9am-12noon  
Friday 9 am - 5 pm

**Course Location:** Delco Building 330  
**Class Meeting Days & Times:** Monday  
1pm Friday 5pm Saturday 8am  
**Course Abbreviation and Number:** CNSL 5063

### **Catalog Description:**

5063. Counseling Practicum I (3-0) Credit 3 Laboratory and supervised practical experiences in individual/group counseling and related functions in a public school, a university, or a community agency setting. A minimum of 150 clock hours required. Prerequisites: CNSL 5013, 5023, 5123 and or consent of Advisor.

**Recommended Text:** *Baird, B.N.(2007) The Internship Practicum and Field Placement Handbook. Upper Saddle River, N.J.: Prentice Hall.*

**Access to Learning Resources:** PVAMU Library  
phone: (936) 261-1500;  
web: <http://www.tamu.edu/pvamu/library>  
**University Bookstore:**  
phone: (936) 261-1990;  
web: <http://www.bkstr.com/Home/10001-10734-1?demoKey=d>

### **Course Goals and Overview**

Through the ages and across culture, novice in many crafts, arts, and science have sought to expand and cultivate their knowledge by serving as apprentices to seasoned practitioners. Such arrangements allow teaching to be tailored to the needs of the individual, so learning is maximized. The relationships are mutually beneficial and represent a unique method of instruction that contributes to the continuity of the entire field of work. In counseling, the notion

of fieldwork is valued as a means of providing students a laboratory in which to practice skills and integrate theoretical concepts. Students function alongside staff members, accessing practical information as they begin to develop their own identity as professionals. The supervisor-intern relationship is at the center of the practicum experience.

Practicum students must become acclimated to the practicum setting. There are rules and regulations to learn, operational policies to digest, and hierarchical matrices to comprehend. Remember that although you may not select the person who will be your supervisor, you can significantly influence the quality and content of the supervision you receive. Before meeting with your supervisor, or very early in the process, think about specific goals that you have for the practicum. Ask your supervisor about the range of activities available for you to explore, and do not be afraid to use some creativity in constructing the learning plan. Many supervisors are busy professionals who will welcome your input. Keep in mind that the entire internship experience is dependent on you taking an active rather than a passive stance as a learner.

Ethical guidelines exist to protect the well-being of client, practitioners, and the professional, as a practicum student, it is incumbent upon you to be well versed in principles established by ACA and within your work setting.

### **TrueOutcomes:**

**TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. Three of your assignments will be considered an “artifact” (an item of coursework that serves as evidence that course objectives are met) and will be loaded into both WebCT and TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.**

**Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and /or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes website at [www.trueoutcomes.net](http://www.trueoutcomes.net).**

Course Learning Outcomes	Competencies (T,R,I)		
	<b>T</b> Competency is taught	<b>R</b> Competency is reinforced	<b>I</b> Competency is utilized/ integrated
Complete at least 100 clock hours of direct services that leads to the development of counseling skills.		<b>R</b>	
Provide the opportunity for the student to develop program-appropriate audio/video recordings for use in supervision, and/or to receive live supervision of the student's interactions with clients.			<b>I</b>
Engage in the evaluation of the student's counseling performance throughout the practicum including documentation of a formal evaluation after the student completes the practicum.			<b>I</b>

### **E-FOLD-P**

The conceptual framework model, the Educator as Facilitator of Learning for Diverse Population (E-Fold-P), supports the major goals of the teacher education unit.( E-FOLD-P) guides the design and implementation of the teacher education programs located in the College of Education. This conceptual framework constitutes a commitment by the unit to develop and prepared candidates:

- As a problem solvers, critical thinker, and decision maker;
- As reflective and a continual learner who utilize effective teaching practices;
- As facilitators of student growth and development, by precept and examples; and
- As educators with understanding and appreciation of human diversity and global awareness.

E-Fold-P also represents The Unit's dedication to the preparation of candidates who are technologically literate themselves and who can integrate technology into the learning environments of their students.

## **OBJECTIVES**

The objectives of supervised practicum are to enable the student-counselor to:

1. Gain insight and experience from real “on the job training”
2. Further his/her personal growth under the tutelage of a supervisor.
3. Work with a variety of client and problems
4. Work with other personnel in a collaborative or consultative manner.
5. Further develop and improve the skills needed to function as an effective counselor.

## **EXPECTATIONS OF STUDENT- COUNSELORS**

Each student-counselor is expected to participated in scheduled seminar. The seminar will provide the student-counselor an opportunity to:

1. Share experience, concerns and problems occurring in practicum
2. Review, analyze and evaluate individual/group counseling tapes, reports and related activities.
3. Receive feedback/input concerning work and performance for peers and supervisors.
4. Participate in microskill/training refresher sessions.
5. Function as counselors/client in role-play and simulated interview/counseling sessions.

## **COMMUNITY COUNSELING**

Areas of experience recommended for students in this program include:

1. Exploring the roles of community counselors in a variety of practice settings and relationships between counselors and other professionals in these settings;
2. Learning about organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice;
3. Understanding the theories and techniques of conducting a community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems;
4. Experiencing general principle of community intervention, consultation, education, and outreach; characteristics of human service programs and networks(public, private, and volunteer) in local communities;

5. Learning about client characteristics of individuals served by institutions and agencies offering community counseling services, including, but not limited to the effects of socioeconomic status, unemployment, aging, gender, sexual orientation, culture, race, ethnicity, chronic illness, developmental transitions, and interpersonal, family, and community violence;
6. Understanding the principles of program development and service delivery for a clientele based on assumptions of normal development, including, but not limited to prevention, implementation of support groups, peer facilitation, training, parent education, career information and counseling, an encouragement of self-help;
7. Exploring effective strategies for promoting client understanding of and access to community resources;
8. Learning the principles of conducting an intake interview and mental health history for planning counseling interventions;
9. Practicing effective strategies for client advocate in public policy and government-relations issues.

**A plan to meet these goals will be developed jointly with the site supervisor and the Community counseling student, with the assistance of the faculty supervisor as necessary. It will probably include such activities as:**

1. Opportunities for individual and group counseling under supervision with a diverse client pool that represents the demographic diversity of the community;
2. Opportunities to observe and participate in case presentations and discussions;
3. Opportunities to interact with site professional concerning helping people, the profession, and the operation of a community agency;
4. Opportunities to participate in learning seminars and workshops that provided for site personnel;
5. Opportunities to learn about the support, management, and operation of a community Agency.

### **School Counseling**

Areas of experience recommended for students in this program include:

1. Counseling Curriculum: “structured developmental experiences presented systematically through classroom and group activities kindergarten through grade twelve;”
2. Individual Planning: “activities that help all students plan, monitor, and manage their own learning as well as their personal and career development;”
3. Responsive Services: “activities to meet immediate needs and concerns of students whether these needs or concerns require counseling, consultation, referral, or information;”

4. Systems support: “management activities that establish, maintain, and enhance the total guidance program”

A plan to meet these goals will be developed jointly with the site supervisor and school counseling students, with the assistance of the faculty supervisor as necessary. It will probably include such activities as:

1. Teaching or assisting in teaching the curriculum in the classroom, addressing the content areas of career development and exploration; knowledge of self and others; and educational career/technical development;
2. Developing educational/employability plans, interpreting test and inventory results, and assisting students with school to work transition planning
3. Conducting individual counseling sessions with students representing of the ethnic, lifestyle, and demographic diversity of the schooling community;
4. Being involved in service training activities, counseling, staff meetings, case conference, and consultation with teachers.

### **Counseling Log**

Please keep a log of your counseling experience and related activities. You will be required to classify each log directly related to the delivery of service to clients in one of several categories.

1. Information
2. Individual Counseling
3. Placement & Follow-through
4. Consultation ( Faculty, parents, administrators, others)
5. Crises Intervention
6. Liaison with community
7. Program Management
8. Appraisal
9. Group Counseling
10. Research (Action)
11. Orientation Activities
12. Program Evaluation
13. Professional Development
14. Others

### **Practicum Log** (School Counselor)

The School Counselor’s practicum log should reflect evidence of the following:

#### **Competencies:**

##### **Competency 001 (Human Development)**

**The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.**

**Competency 002 (Student Diversity)**

**The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.**

**Competency 003 (Factors Affecting Students)**

**The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.**

**Competency 004 (Program Management)**

**The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, that promotes all students' success.**

**Competency 005 (Developmental Guidance Program)**

**The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.**

**Competency 006 (Counseling)**

**The school counselor understands how to provide effective counseling services to individuals and small groups.**

**Competency 007 (Assessment)**

**The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.**

**Competency 008 (Collaboration with Families)**

**The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.**

**Competency 009 (Collaboration with Others in the School and Community)**

**The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.**

**Competency 010 (Professionalism)**

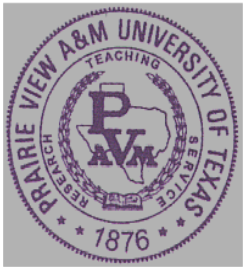
**The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.**

**Course Evaluation**

The following instruments will be utilized to determine final grade.

1. Counseling Log- Student submit a log reflecting at least 150 clock hours of counseling experience and related activities. At least 100 must be direct contact hours.
2. Tapes- Three recording of counseling sessions are required.
3. Intern Evaluation- This evaluation is completed by the site Supervisor and may be considered in assigning grades.
4. Supervisor Evaluation- Interns provide feedback about the supervisor they receive during their internship





**PRAIRIE VIEW A&M UNIVERSITY**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING**  
**INTERN EVALUATION: SUPERVISION FORM**

Intern Name \_\_\_\_\_

Date of Evaluation \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Supervisor: \_\_\_\_\_

Internship Site \_\_\_\_\_

**Instructions:**

This form is designed to help supervisors provide feedback about the performance of interns. I know you are probably busy, but the form usually takes just five or ten minutes to complete and your answers and comments will be much appreciated. This form will become part of the intern's record for this course and may be considered in assigning grades for the internship. Please answer each item using the scale provided following each category group for specific comments. There is also space at the end of this form for general comments. If you feel it would be helpful to put anything into context from the outset, please feel free to do so below.

**Initial Comments:**

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**Answer Code for Evaluation Items**

NA. Not Applicable or not enough information to form a judgment

1. Far Below Expectations\_ needs much improvement, a concern

2. Below Expectations - needs some improvement to meet standards
3. Acceptable – meets standards at average level for interns
4. Above Expectations – performs above average level for interns
5. Far Above Expectations – a definite strength performs well beyond average level for interns.

### 1. Basic Work Requirements

- \_\_\_\_\_ arrives on time consistently
- \_\_\_\_\_ Uses time effectively
- \_\_\_\_\_ Informs supervisor and makes arrangements for absences
- \_\_\_\_\_ Reliable completes request or assigned task on time
- \_\_\_\_\_ Completes required total number of hours or days on site
- \_\_\_\_\_ Is responsible to norms about clothing, language, etc., on site

Comments: \_\_\_\_\_

\_\_\_\_\_

Suggested areas for further study:

\_\_\_\_\_

\_\_\_\_\_

### II. Ethical Awareness and Conduct

- \_\_\_\_\_ Knowledge of general ethical guidelines
- \_\_\_\_\_ Knowledge of ethical guidelines of internship placement
- \_\_\_\_\_ Demonstrates awareness and sensitivity to ethical issues
- \_\_\_\_\_ Personal behavior is consistent with ethical guidelines
- \_\_\_\_\_ Consults with others about ethical issue if necessary

Comments:

\_\_\_\_\_

Suggested areas for further study: \_\_\_\_\_

\_\_\_\_\_

### Answer Code for Evaluation Items

NA. Not Applicable or not enough information to form a judgment

1. Far Below Expectations\_ needs much improvement, a concern

2. Below Expectations - needs some improvement to meet standards
2. Acceptable – meets standards at average level for interns
3. Above Expectations – performs above average level for interns
1. Far Above Expectations – a definite strength performs well beyond average level for interns.

### III. Knowledge and Learning

#### A. Knowledge of Client Population

\_\_\_\_\_ Knowledge level of client population at beginning of internship

\_\_\_\_\_ Knowledge level of client population at end of internship

#### B. Knowledge of Treatment Approach

\_\_\_\_\_ Knowledge of treatment approach at beginning of internship

\_\_\_\_\_ Knowledge of treatment approach at end of internship

#### C. Knowledge of Treatment Setting

\_\_\_\_\_ Knowledge of treatment approach at beginning of internship

\_\_\_\_\_ Knowledge of treatment approach at end of internship

#### D. Learning

\_\_\_\_\_ Receptive to learning when new information is offered

\_\_\_\_\_ Activity seeks new information from staff or supervisor

\_\_\_\_\_ Ability to learn and understand new information

\_\_\_\_\_ Understanding of concepts, theories and information

\_\_\_\_\_ Ability to apply new information in clinical setting

Comments: \_\_\_\_\_

Suggested areas for further study: \_\_\_\_\_

### IV Response to Supervision

\_\_\_ Activity seeks supervision when necessary

\_\_\_ Receptive to feedback and suggestions from supervisor

\_\_\_ Understands information communicated in supervision

\_\_\_ Successfully implements suggestions from supervisor

\_\_\_ Aware of areas that need improvement

\_\_\_ Willingness to explore personal strengths and weaknesses

Comments: \_\_\_\_\_

### V. Interactions with Clients

\_\_\_\_\_ Appears comfortable interacting with clients

\_\_\_\_\_ Initiates interactions with clients

\_\_\_\_\_ Communicates effectively with clients

- ☐ Builds rapport and respect with clients
- ☐ Is sensitive and responsive to client's needs
- ☐ Is sensitive to cultural differences
- ☐ Is sensitive to issues of gender differences

Comments: \_\_\_\_\_

Suggested areas for further study: \_\_\_\_\_

## **VI. Interaction with Coworkers**

- ☐ Appears comfortable interacting with other staff members
- ☐ Initiates interactions with staff
- ☐ Communicates effectively with staff
- ☐ Effectively conveys information and expresses own opinions
- ☐ Effectively receives information and opinions from others.

Comments: \_\_\_\_\_

Suggested areas for further study: \_\_\_\_\_

## **VII. Work Products**

- ☐ Reliably and accurately keeps records
- ☐ Written or verbal reports are accurate and factually correct
- ☐ Written or verbal reports are presented in professional manner
- ☐ Reports are clinically or administratively useful

Comments: \_\_\_\_\_

Suggested areas for further study: \_\_\_\_\_

Overall, what would you identify as this intern's strong points?

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What would you identify as areas in which this intern should improve?

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Would you recommend this intern for employment at his or her present level? Please explain:

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Would you recommend this intern for continued graduate studies?\_\_\_\_\_

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Supervisor's Signature: \_\_\_\_\_Date:\_\_\_\_\_

Thank you for your time in supervising this inter and in completing this evaluation.

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general note-taking. There are no margins, text, or other markings on the page.

### **SCHEDULE AND AVAILABILITY**

1. \_\_\_\_\_ Frequency      Overall during the internship, approximately how closely did the actual supervision contacts match the agreed upon plan?  
\_\_\_\_\_ Satisfaction
2. \_\_\_\_\_ Frequency      Apart from scheduled meetings, how available was your supervisor if you requested additional contacts?  
\_\_\_\_\_ Satisfaction

### **INTRODUCTION TO SETTING**

3. \_\_\_\_\_ Yes    \_\_\_No      Did your supervisor give you a tour or arranged for a tour of the internship site?  
\_\_\_\_\_ Satisfaction
4. \_\_\_\_\_ Yes    \_\_\_No      Did your supervisor introduced you to other staff when you began the internship?  
\_\_\_\_\_ Satisfaction.
5. \_\_\_\_\_ Yes    \_\_\_\_\_ No      Did your supervisor discuss ethical and legal issues when you began the internship?  
\_\_\_\_\_ Satisfaction
6. \_\_\_\_\_ Yes    \_\_\_\_\_ No      Did your supervisor discuss procedural matters, agency policy, etc., when you began internship?  
\_\_\_\_\_ Satisfaction

### **ACTIVITIES AT THE INTERNSHIP**

- 7 \_\_\_\_\_ Frequency      Observing the milieu of you setting or interacting informally with clients, but not directly or participating in treatment or other services  
\_\_\_\_\_ Satisfaction
- 8 \_\_\_\_\_ Frequency      Interacting informally with staff members  
\_\_\_\_\_ Satisfaction
- 9 \_\_\_\_\_ Frequency      Observing treatment, assessment, or other direct service with clients  
\_\_\_\_\_ Satisfaction
- 10 \_\_\_\_\_ Frequency      Participating in or providing treatment, assessment, or other direct service with clients  
\_\_\_\_\_ Satisfaction
- 11 \_\_\_\_\_ Frequency      Attending meetings other than supervision or informal conversation  
\_\_\_\_\_ Satisfaction
- 12 \_\_\_\_\_ Frequency      Reading records, reports, etc.  
\_\_\_\_\_ Satisfaction
- 13 \_\_\_\_\_ Frequency      Writing case notes, assessment, reports, correspondence, etc.  
\_\_\_\_\_ Satisfaction

In the spaces below describe and evaluate any other activities you participated in during your internship.

- 14 \_\_\_\_\_ Frequency  
\_\_\_\_\_ Satisfaction

- 15 \_\_\_\_\_ Frequency

	_____	Satisfaction
16	_____	Frequency
	_____	Satisfaction
17	_____	Frequency
	_____	Satisfaction
		Overall, were you able to participate in the activities you had hoped to in the internship
18.	What additional activities would have been useful to you during the intern?	
	_____	
	_____	
	_____	

### ACTIVITIES OF SUPERVISION

Approximately what portion of supervision time was spent in the following activities.

19.	____	Frequency	Using case notes or material to review your interactions with clients
	____	Supervision	
20.	____	Frequency	Observing the supervisor providing treatment, assessment, and other services to client.
	____	Supervision	
21.	____	Frequency	Providing services yourself under the direct observation of your supervisor
	____	Supervision	
22.	____	Frequency	Discussing institutional issues
	____	Supervision	
23.	____	Frequency	Didactic instruction in specific topics or skills
	____	Supervision	
24.	____	Frequency	Reviewing assessment or other reports you have written
	____	Supervision	
25.	____	Frequency	Reviewing case notes or other records you have written.
	____	Supervision	
26.	____	Frequency	Reviewing assessment or other reports written by your instructors or other professionals.
	____	Supervision	
27.	____	Frequency	Reviewing case note or other records written by your instructors or other professionals.
	____	Supervision	
28.	____	Frequency	Discussing your personal impression, reactions and adjustment to the internship
	____	Supervision	
29.	____	Frequency	Discussing your relationship with your supervisor
	____	Supervision	



30. \_\_\_\_ Frequency  
\_\_\_\_ Supervision

31. \_\_\_\_ Frequency  
\_\_\_\_ Supervision

32. \_\_\_\_ Frequency    What additional activities would have been useful to your supervisor?

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### **INTERPERSONAL ISSUES AND FEEDBACK FROM YOUR SUPERVISORS**

The items below refer to how you were given feedback by your supervisor and to the quality of your relationship to one another. Please comment on your supervisors performance in each of the following areas.

33 \_\_\_\_ Frequency      Recognizing areas in which your skills or knowledge are relatively strong.  
\_\_\_\_ Supervision

34 \_\_\_\_ Frequency      Recognizing areas in which your skills or knowledge need improvement.  
\_\_\_\_ Supervision

35 \_\_\_\_ Frequency      Recognizing and complimenting you for accomplishment or things you  
have done well at your internship

36 \_\_\_\_ Frequency      Letting your know when your performance has not been good in certain areas  
\_\_\_\_ Supervision

37 \_\_\_\_ Frequency      Providing emotional support  
\_\_\_\_ Supervision

38 \_\_\_\_ Frequency      Dealing with differences between you  
\_\_\_\_ Supervision

39 \_\_\_\_ Frequency  
\_\_\_\_ Supervision

40. Based on your experience, briefly describe the ways in which you field supervisor was most helpful to you during your internship.

41. If there was anything about supervision that was not helpful, please explain.

42. In what way do you think supervision could have been more beneficial to you?

## PRACTICUM LOG

NAME \_\_\_\_\_

**STUDENT ID NUMBER**\_\_\_\_\_

**SEMESTER/ TERM / YEAR**\_\_\_\_\_

[illegible]

[illegible]

**DATES FROM \_\_\_\_\_ TO \_\_\_\_\_ TOTAL HOURS \_\_\_\_\_ MINS. \_\_\_\_\_**

**STUDENTS'S SIGNATURE**\_\_\_\_\_ **DATE**\_\_\_\_\_

**SUPERVISOR'S SIGNATURE**\_\_\_\_\_ **DATE**\_\_\_\_\_

**CAMPUS SUPERVISOR'S SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

# APPLICATION FOR COUNSELING PRACTICUM

## A REQUIREMENT FOR COUNSELING 5063

### COLLEGE OF EDUCATION

#### DEPARTMENT OF EDUCATIONAL LEADERSHIP & COUNSELING PRAIRIE VIEW A&M UNIVERSITY PRAIRIE VIEW, TEXAS 77446

I REQUEST APPROVAL FOR ADMISSION TO COUNSELING PRACTICUM DURING

THE \_\_\_\_\_ SEMESTER, YEAR \_\_\_\_\_

STUDENT'S NAME \_\_\_\_\_ SOCIAL SECURITY# \_\_\_\_\_

ADDRESS(HOME) \_\_\_\_\_ HOME PHONE# \_\_\_\_\_

\_\_\_\_\_ WORK PHONE# \_\_\_\_\_  
CITY, STATE ZIP CODE

I REQUEST ASSIGNMENT AT \_\_\_\_\_  
(SCHOOL/AGENCY NAME)

UNDER THE SUPERVISION OF \_\_\_\_\_

\_\_\_\_\_  
SUPERVISOR'S SIGNATURE DATE

SCHOOL/AGENCY \_\_\_\_\_ PHONE# \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY, STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_

\_\_\_\_\_  
STUDENT'S SIGNATURE DATE

\_\_\_\_\_  
PROFESSOR'S SIGNATURE DATE