**Seattle Pacific University**

EDCO 6930 Individual Counseling Practicum I (3 credits)

**Winter**

**Wed, 5:00 pm – 7:30 pm**

**Online**

**Course Instructors**

**Office:**

**Office Hours:** By appointment

**Phone:**

**Email:**

**Office:**

**Phone:**

**Email:**

**School Counseling Website:**

<http://www.spu.edu/orgs/schoolcounseling/>

**Technology Integration:**

As identified in section A.14. of the *Ethical Standards for School Counselors* (ASCA, 2016), technology is an important aspect of the school counseling profession. To support this opportunity for growth for future professional school counselors, the school counseling program utilizes *Canvas* to integrate technology.

If you have questions regarding Canvas that is related to technology (not course specific), please contact Educational Technology and Media (ETM) at [etmhelp@spu.edu](mailto:etmhelp@spu.edu).

**Snow Hotline: 206-281-2800**

An attempt is made to provide word of campus closure for evening classes by 2:00 p.m. The key is your safety. If it is unsafe for you to travel to SPU from where you live, notify the professors via phone or e-mail.

**Disability Support Services**

Students with disabilities need to contact Disability Support Services in the Center for Learning to request academic accommodations.  Disability Support Services sends Disability Verification Letters out to all your professors indicating the appropriate accommodations for the classroom based on your disability.

**Diversity Statement**

The School of Education embraces and seeks the richness that diversity brings to our learning community. We acknowledge that all people bear the image of God regardless of race, gender, socioeconomic status, age, religion, political history, (dis)ability, sexual orientation, language and linguistic inheritance, country of origin, past participation outside of the culture of power. Our focus is to offer and enhance opportunities to all, including those who have traditionally been underserved by and underrepresented in the institutions of our society. Our commitment is to increase the diversity of our faculty, staff, and students and to foster a hospitable climate for a diverse community reconciling all people.

**Academic Integrity**

 “Students at Seattle Pacific University are expected to demonstrate academic integrity in their work.  Both the students and the instructor have obligations to report and to prevent cheating, plagiarism or other academic misconduct. Guidelines for how academic dishonesty will be handled are printed in the Graduate Catalog (pp. 25-26).  In this class, no credit will be given for an assignment or exam in which it is determined that the student has copied other students’ work, represented someone else’s work as one’s own without properly citing the author, used notes on an exam, or taken notes into an exam setting, even if those notes are not used, or any similar infraction.  If such an occurrence is repeated or occurs on the final exam, no credit will be given for the course.”

**Course Description**

This 3-credit course is the first in a sequence of three practicum courses designed to integrate counseling theory and practice. It provides students with a knowledge base in individual counseling in terms of counseling theories, principles and techniques. Students will be given opportunities to master entry-level counseling skills introduced in EDCO 6686 with a strong emphasis on effective counseling strategies for assisting clients.

**Course Objectives**

This course continues the study of current counseling theories, techniques, and strategies of counseling. By the end of the course, students will:

1. develop an understanding of the varied counseling techniques and strategies in relation to

each theoretical model presented *(LEADERSHIP, COMPETENCY: Foundational Knowledge and Skills; Analysis and Problem Solving; Impact on Student Learning; CACREP Section 2. F.5.j.)*.

1. demonstrate appropriate entry-level counseling skills and strategies *(COMPETENCY: Foundational Knowledge and Skills; Impact on Student Learning; CACREP Section 2. F.5.g.)*.
2. demonstrate legal and ethical standards in the use of counseling skills in the schools

*(SERVICE, CHARACTER, LEADERSHIP, COMPETENCY: Professionalism; CACREP Section 2 F.5.d.)*.

1. access and send course documents using technology (*LEADERSHIP*: *Communication; CACREP Section 2. F.5.e.*).
2. integrate theory and practice of counseling with cultural and spiritual awareness (*SERVICE, COMPETENCY, CHARACTER, LEADERSHIP: Positive Impact on Students; CACREP Section 2. F.5.c., g., & h.)*.

The course is designed to address the following knowledge base criteria for Washington State ESA certification in school counseling according to the WAC 181-78A-270 (5a) [**http://apps.leg.wa.gov/WAC/default.aspx?cite=181-78A-270**](http://apps.leg.wa.gov/WAC/default.aspx?cite=181-78A-270):

Specifically, but not limited to:

(v) **Equity, fairness, and diversity:** Certified school counselors value and show respect for all members of the community; demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities; use data for designing and implementing plans that remove barriers to learning; and help to close achievement gaps among sub-groups of students.  
(vi) **School climate:** Certified school counselors establish and foster a safe, inclusive, and nurturing learning environment for students, staff, and families and use strategies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.

(iv) **Counseling theories and technique:** Certified school counselors demonstrate an understanding of established and emerging counseling theories through effective use of individual and group techniques for working with a diverse population.

(xi) **Professionalism, ethics, and legal mandates:** Certified school counselors develop a professional identity congruent with knowledge of all aspects of professional functions, professional development, and state and national school counselor organizations. They adhere strictly to the profession's codes of ethics, especially those that have been established by the American Counseling Association (ACA), the American School Counselor Association (ASCA), the National Board for Certified Counselors (NBCC), and other relevant codes of ethics. They are familiar with state and federal policies, laws, and legislation relevant to school counseling.

(xii) **Reflective practice:** Certified school counselors integrate knowledge, skills, and life experiences to respond effectively to new or unexpected critical events and situations; serve as change agents by using their understanding of schools as social, cultural and political systems within a larger organizational context; monitor practice with continuous, in-depth reflection; and make adjustments as needed.

**Required Texts**

* There’s no required textbook for this course.

Additional readings may be posted to Canvas.

**Instructional Methods**

The primary instructional methods used in this course will be a combination of didactic, performance-based, and supervisory activities. It is essential that students will ***come to class prepared*.** In order for students to gain a practical understanding of student assessment, out-of-class assignments are included in the course pedagogy. Any course-related questions emailed to the course professors will be “replied to all” so all students enrolled may benefit from the question and response unless indicated confidential.

**Practicum Activities and Assignments**

**\*Please note: APA style (see required text) is an expectation for all written assignments, except where noted. Assignments are due by the beginning of class on day listed below. Digital copies of assignments are to be turned in digitally via Canvas (**<https://canvas.spu.edu/>).

#### A. Direct Service Hour Requirement

1. Students will provide direct service hours within a K-12 environment. You need to accrue 40 direct hours at the minimum by the end of Spring quarter in order to complete practicum hours. Therefore, it is strongly recommended that you gather a minimum of 15 hours for ICP I.
2. Direct hours will include the following:
   1. Individual counseling with **two students for five sessions each** (school period approximately one hour --10 hours total).
   2. Classroom guidance and individual check-ins (brief individual counseling) with multiple students (minimum 5 hours total).

**B. Indirect Service Hour Requirement**

1. Students are encouraged to complete a minimum of 20 indirect service hours during the course.
2. Indirect hours will include the following:
   1. Research related to direct service activities (e.g. organization and development of counseling activities/interventions, research on counseling issues).
   2. Supervision with site supervisor.
   3. Observing site supervisor or other professional school counselor perform individual counseling, counseling check-ins, classroom guidance, or related counseling activities.

**C. Getting started on your individual counseling sessions**

1. Ask a credentialed school counselor\* to select two students who are experiencing typical adjustment and coping issues for you to meet with for five sessions each. Do not counsel a student with moderate to severe emotional and behavioral problems or court involvement. \***The credentialed school counselor must have a minimum of three years of experience as well as have ESA certification as a school counselor.**
2. Have the student’s parent or legal guardian sign an informed consent form (p. 9), and submit it on campus **before** counseling begins. Failing to submit the informed consent form before the first session will result in getting reduced points.
3. Find a mutually agreeable time and place to meet with the student where confidentiality may be maintained. Check with teacher(s) and school counselor to confirm time and location.
4. Meet one to two times per week. If your student is in middle school or high school, consider using different class periods so that the student does not miss 5 sessions of any one class.

**D. Reviewing and reflecting on your counseling sessions**

You will need to submit ten session evaluation forms (p. 10). Although you are not required to videotape all sessions, you are strongly encouraged to record all sessions for review (See instruction of using Panopto on Canvas.) As soon as possible, watch your tape and complete a Session Evaluation Form and submit it on Canvas.

\*Make sure you are communicating with your site supervisor and your University professor regarding ANY safety, legal, ethical, or other concerns immediately. Note that you are a MANDATED REPORTER and providing counseling services under the certification/licensure of others—it is imperative that you seek and obtain supervision related to your counseling activities. Your role as a mandated reporter was discussed in detail in EDCO 6675. If you have any questions regarding your role, please contact course professor.

* + 1. **Case Presentation for Group Supervision**

Bring **one**, clearly audible taped session (7 minute) to your supervision group on the due dates noted on the class schedule for presentation and university supervisor/course professor and peer supervision. The professor and/or class must be able to hear and understand your student and you. If a tape is not clear and of sufficient length, do not submit it for evaluation.

* + 1. **Professional Knowledge Development (Due)**

Throughout the quarter, conduct LIBRARY RESEARCH (read articles, check out books, videos, etc.) on your student’s issue(s) and study various counseling strategies/techniques available to address that need. Turn in an annotated bibliography of your reading on Canvas. ***Four*** **scholarly articles** (peer-reviewed journal articles) will be considered a minimal number to review (additional journal articles as well as books and videos can also be included above the minimum). Your annotations should discuss the major points of the article as they relate to your student. **How you will use the article’s information in working with your student should be your primary focus.**

* + 1. **Individual and Group Supervision**

All students will be required to meet with their site supervisors approximately 1 hour per week for either dyadic or triadic supervision. Furthermore, each class meeting time will contain group supervision (approximately 1.5 hour). Each faculty member will provide group supervision to a maximum of ten students. It is expected that you will be on time, listen respectfully, and add thoughtful points to the discussion.

* + 1. **Counseling Impression Paper (Due)**

Students will write an analysis of the case from the perspective of a theory and explain how you have applied the theory and skills to work with the client.

Format:

* 6-8 pages excluding the cover and reference page, double-spaced, time new roman font, 12-font size, one-inch margin on all sides.
* Cite at least two published journal article, in addition to your textbook and supplemental readings
* Adhere to APA style (7th edition)

Part 1: Client Information (Please use pseudonym)

* Demographic background (racial/ethnic background, sex, age, sexual orientation, religious or spiritual practice, language(s) spoken at home)
* Client’s presenting issues
* Background information:
* Family (family composition, structure, dynamics)
* Developmental history (milestones, identity development)
* Education history
* Social and relationship history
* Significant medical history (if any)
* Any other relevant information (e.g., refugee status, immigration, relocation, etc.)

Part 2: Clinical Impressions

* The client’s symptoms and functioning (cognitive, affective, behavioral)
* The client’s resources (strengths, support system)
* The client’s obstacles (acculturation, poverty, social isolation)

Part 3: Case Conceptualization and Analysis

* Describe the theoretical orientation that you used
* Describe how you view the issues that the client brought from theoretical perspectives. Use the language of the theory in your description.
* Describe two counseling goals in two different areas (e.g., academic, interpersonal, emotional, familial, cultural adjustment, symptom management) that you have helped the client explore and work on.
* Describe two specific techniques associated with the theory that you used to help this client make changes.
  + 1. **Final Tape Review**

During the first and Second weeks of class, arrange a time to meet individually with your assigned

professor/university supervisor for your final tape review. The final tape review will be scheduled as indicated in the course syllabus or as arranged with course professor. Select one video of the counseling session that provides the best indication of your counseling skills. The session must be a minimum of 30 minutes and be clearly audible from start to finish of the counseling session. Course professor/university supervisor must be able to assess your verbal/non-verbal communication skills, ability to facilitate an individual counseling session, and theory interventions as indicated in the counseling skills checklist provided on Canvas and in course syllabus. Students need to fill out the evaluation form (p. 11) and submit it with the link to the clinical instructor for the final tape review.

* + 1. **Submit the log (p. 16)**

Before you work on Internship, you need to complete a minimum of 40 direct and 60 indirect hours while you take ICP I, ICP II, and Group P courses. Please get your site supervisor’s signature in the ongoing log sheet and submit it until March 10th.

**Evaluation**

1. Attendance, punctuality, and participation in class & supervision 15%
   1. Instructor Evaluation
   2. Self-Evaluation
2. Session Evaluation Forms 30%
3. Counseling Impression Paper 10%
4. Annotated bibliography/Professional knowledge development 10%
5. Final Tape Review 30%
6. Submission of ongoing log 5%

# **Total 100%**

**Grading Scale**

100-94 A 89-87 B+ 83-80 B-\*

93-90 A- 86-84 B

\***You must receive a course grade AND final tape review of B or better to progress to Individual Counseling Practicum II.**

**Tentative Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Date | Topic | Reading | Due |
| 1 |  | Introduction to Course and Supervision Review of Basic Counseling Skills | See Canvas | **Final Tape Review Scheduled** |
| 2 |  | **Motivational Interviewing** |  | Counseling Presentation Sign up |
| 3 |  | **Solution-Focused Brief Counseling**  **Group Supervision** |  |  |
| 4 |  | **Cognitive Behavioral Counseling**  **Group Supervision** |  |  |
| 5 |  | **Adlerian Counseling**  **Group Supervision** |  |  |
| 6 |  | **Gestalt Counseling**  **Group Supervision** |  |  |
| 7 |  | **Choice/Reality Therapy**  **Group Supervision** |  |  |
| 8 |  | **Narrative Therapy**  **Group Supervision** |  |  |
| 9 |  | **Rational Emotive Behavioral Counseling**  **Group Supervision** |  | **Annotated Bib/Prof. Knowledge Dev.**  Counseling Impression Paper |
| 10 | Week of | Meet 1:1 with clinical instructor for tape evaluation/individual supervision |  | Final Tape Review  Practicum log sheet |

**Counseling Permission Form**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(Parent/Legal Guardian name)*, give permission for my child,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(K-12 Student’s name),* to see an advanced school counseling practicum student from Seattle Pacific University, at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*(Name of K-12 School).*

By signing this form, I am indicating that I am providing permission for my child to meet individually with an advanced school counseling student under the supervision of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*(site supervisor’s name)* at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*(name of K-12 practicum site)* and university professors at Seattle Pacific University. I understand this is a voluntary activity, and I may discontinue it at any time.

I understand that the sessions will be recorded. My child’s name will not appear on the tape itself or on any written documents. No personally identifying information about your child will be shared with anyone without your written permission. However, parts of the tape will be reviewed in the counselor’s supervision group at Seattle Pacific University for the purpose of providing supervision. Your child’s name will not be used in these discussions.

Whatever my child shares with the counselor is considered confidential information. Only in the following rare circumstances would the counselor be required to release confidential information:

* If the child gives serious indications that she/he is likely to harm self or others.
* If the child indicates she/he is being abused.
* If a court order is given.

These exceptions are ethical and legal requirements in the State of Washington, which are meant to protect your interests and the interests of others.

My signature below indicates my understanding of and acceptance of the basic conditions described in this Counseling Permission Form

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

(Parent/Guardian’s signature) (Phone) (Date)

Counselor in Training Session Evaluation Form

Student X-#

|  |  |
| --- | --- |
| Client’s stated issue or concern |  |
| Client’s presentation |  |
| Overall session structure |  |
| Counselor’s paraphrasing/restatement |  |
| Counselor’s questions |  |
| Interventions/Strategies Use |  |
| What could have been better |  |
| Salient Issues |  |
| Plan for next session |  |

**Grade:**

* + - * 1. Does not include any
        2. General
        3. Thoughtful

Timely submission (2)

Total points (20):

**Basic and Advanced Communication Skills Checklist (ICP I)**

*Please note: You will receive written AND verbal feedback from your supervisor. It is a good idea to take notes during your supervision so you may use this review as both an evaluation and as formation for your growth in your individual counseling skills.*

Student’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_

Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Verbal Communication Skills** (CACREP Section 2. F.5.g)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **None/Not Yet = 0** | **Emergent  (Start to show or apply the skills) = 1** | **Developing**  **(Adequately and appropriately show or apply the skills)**  = 2 | **Consistent**  **(Skillfully, consistently, and timely demonstrate the skills)** |
| **1. Rapport with client** (trust, respect, warmth, empathy, genuineness) | 0 | 1 | 2 | 3 |
| **2. Pacing of the session** (concise questions and responses) | 0 | 1 | 2 | 3 |
| **3. Attending and listening skills** (eye contact, gestures, body position, use of minimal encouragers) | 0 | 1 | 2 | 3 |
| **4. Probes** (open or closed-ended questions to elicit information) | 0 | 1 | 2 | 3 |
| **5. Restatement or summary** (e.g., sharing highlights) | 0 | 1 | 2 | 3 |
| 1. **Reflection of feelings** | 0 | 1 | 2 | 3 |
| 1. **Challenging remarks** | 0 | 1 | 2 | 3 |
| **8. Problem identification** (i.e., overall understanding of the case and key issues) | 0 | 1 | 2 | 3 |
| **9. Exploring possibilities for a better future** (exploring new goals or behaviors, exploring or discussing possible strategies) | 0 | 1 | 2 | 3 |
| **10. Demonstration of at least one of the following skills**: a) Immediacy  b) Multicultural awareness/sensitivity  c) Self-disclosure  d) Silence | 0 | 1 | 2 | 3 |

|  |  |
| --- | --- |
| **Roadblocks to Communication** | **Used** |
| Negative facial expression |  |
| Distracting behaviors |  |
| Interrupting |  |
| Overuse of questions (“Interrogating”) |  |
| Parroting without synthesizing information |  |
| Use of advice |  |
| Other: |  |

**Overall Counseling Interaction: Strengths & Suggestions** (CACREP Section 2**.** F. 5. D., g, h, j, & n)

**Strengths of counselor (list at least two):**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Areas needing improvement (list at least two):**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Stages of counseling**: Please note that the complete “stages of counseling” is expected in ICP I. You should be developing a “flow” for your session using all of the stages below.

(CACREP Section 2. F.5. a, c, g., h., j., & n.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **None/Not Yet = 0** | **Emergent  (Start to show or apply the skills) = 1** | **Developing**  **(Adequately and appropriately show or apply the skills)**  = 2 | **Consistent**  **(Skillfully, consistently, and timely demonstrate the skills)** |
| **11. Pre-Counseling Stage**  Greeting/small talk/structuring session | 0 | 1 | 2 | 3 |
| **12. What’s going on?** (Problem exploration using multiple strategies) | 0 | 1 | 2 | 3 |
| **13. What does the student really want?** (Developing some goals) | 0 | 1 | 2 | 3 |
| **14. What does the student need to do to get what he/she wants?** (Formulate strategies and plans for change) | 0 | 1 | 2 | 3 |
| **15. Post-counseling stage:** Closing/small talk/transition | 0 | 1 | 2 | 3 |

Total (45; you must receive a B or better to pass the course): \_\_\_\_\_\_

Annotated Bibliography Rubric

(CACREP section 2. F.5.j)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |
|  | No scholarly article is present. | One scholarly article is present. | Two scholarly articles are present. | Three scholarly articles are present. | Four Scholarly Articles are present. |
|  |  |  |  |  |  |
| For each article | 1 | 2 | 3 | 4 | 5 |
|  | Summary of the article is minimal, and how it is related to the student is missing. | Summary of the article is minimal, but related to the student. | Summary of the article is done, but how it is related to the student is missing. | Summary of the article is done related to the student. | Major points of the article are discussed related to the student. |
|  |  |  |  |  |  |
| For each article | 1 | 2 | 3 | 4 | 5 |
|  | You do not discuss the application to your student. |  | Your discussion of the application is related to the student, but minimal. | Your discussion on how you can use the information for your student is not critical. | How you would use the article’s information in working with your student is discussed critically. |

Total points: 5+(4\*5)+(4\*5)= 45 points

**Counseling Impression Paper Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **0** | **1-2**  **Needed Improvement** | **3**  **Met Expectations** | **4**  **Exceeded Expectations** |
| **1. Case history and**  **presenting problems** | Did not describe | Minimally or superficially describe the case history and presenting problems. | Clearly describe the case history, but there are some missing details. | Clearly and thoroughly describe the case history in a way that provides a deep understanding of the case. |
| **2.Theory and case conceptualization** | Did not describe | -Minimally or  superficially describe the theory.  -Some  evidence of case conceptualization, though the analysis or discussion may be general, or vague.  -Literature was  cited but not discussed. | -Accurately and  clearly describe the theory.  -Evidence of  critical, careful case conceptualization, and analysis and/or insights.  -Integrate  relevant literature, though the discussion of the literature may be general, or broad. | -Accurately and  clearly describe the theory.  -Abundance of  evidence of critical, careful case conceptualization,  and analysis and/or insights.  -Integrate literature  that is relevant and specific to the case discussion. |
| **3.Intervention goals (in two different areas)** | Did not set goals in two different areas. | -Goals are  not appropriate or relevant to the case.  -Goals are too  broad or vague. | -Goals are  developmentally appropriate and culturally relevant.  -Goals are clearly  described, but are not readily observable or measurable. | -Goals are  developmentally appropriate and culturally relevant.  -Goals are clearly  defined, specific and measurable. |
| **4.Techniques or interventions strategies** | Did not describe two techniques. | -Description of  the techniques or intervention strategies is minimal, superficial, and/or loosely grounded in theory.  -Examples are  Unclear or missing. | -Techniques or  Interventions are clearly described and grounded in theory.  -Examples or  illustrations are relevant and appropriate, but the links to the goals are not as specific or clear. | -Techniques or  Interventions are clearly described and grounded in theory.  -Examples or  illustrations are vivid, clear, and specific to the goals. |
| **5.Organization, grammar, coherence,  APA format& style** | -No apparent organization  -Difficult  to follow  -Poor  Transition  -Many  Grammatical, mechanical, or APA formatting errors. | -There is some  organization, though digressions or irrelevances are too many.  -Difficult to follow or rambling.  -Ineffective transitions  -Many grammatical, mechanical, or APA formatting errors. | -Paper is  generally  well-organized with some digressions, or  irrelevances  -Easily followed  -Basic transitions  -Some grammatical mechanical, or APA formatting errors. | -Paper is logically  organized  -Easily followed  -Effective, smooth, transitions  -Few grammatical  or mechanical errors.  -Adhere to APA format |
| **Total Points (20):** |  |  |  |  |

A sample of log (See Canvas for the excel file)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student name: | | | | | | | |
| School: | | | | | | | |
| Date: | | | | | | | |
| On-Site Supervisor: | | | | | | | |
|  |  |  |  |  |  |  |  |
| Date | Individual Counseling | Group Counseling | Classroom guidance | Individual check in | Research | Observing a counselor | On site supervision |
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| Cum hours | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |
| Direct | 0 |  |  |  |  |  |  |
| Indirect | 0 |  |  |  |  |  |  |
| Total hours | 0 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Site Supervisor's signature | |  |  |  |  | Date: |  |

**Emergency Preparedness Information**

**Report an Emergency or Suspicious Activity**

Call the Office of Safety and Security to report an emergency or suspicious activity by dialing 206-281-2911 or by pressing the call button on a campus emergency phone. SPU Security Officers are trained first responders and will be dispatched to your location. If needed, the SPU Dispatcher will contact local fire/police with the exact address of the location of the emergency.

**SPU-Alert System**

The SPU-Alert System is SPU’s emergency notification system. It can send information via text message, email, electronic reader board, computer pop-ups (for SPU computers), loudspeaker, and recorded cell phone messages. Text messaging has generally proven to be the quickest way to receive an alert about a campus emergency. In order to receive text messages from SPU-Alert, you must provide SPU with your cell phone number through the Banner Information System on the web, <https://www.spu.edu/banweb/>. Select the Personal Menu then choose the Emergency Alert System tab. Contact the CIS Help Desk if you have questions about entering your personal contact information into the Banner Information System. Emergency announcements may also be made by SPU staff members serving as Building Emergency Coordinators (“BECs”).

**Lockdown / Shelter in Place – General Guidance**

The University will lock down in response to threats of violence such as a bank robbery or armed intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System.

If you are in a building at the time of a lockdown:

1. Stay inside and await instruction, unless you are in immediate visible danger.
2. Move to a securable area (such as an office or classroom) and lock the doors.
3. Close the window coverings then move away from the windows and get low on the floor.
4. Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

If you are outside at the time of a lockdown:

* Leave the area and seek safe shelter off campus. Remaining in the area of the threat may expose you to danger.
* Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System).

**Evacuation – General Guidance**

Students should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU-Alert System instructs building occupants to evacuate. In the event of an evacuation, gather your personal belongings quickly and proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use the elevator.

Once you have evacuated the building, proceed to the nearest evacuation assembly location. The “*Stop. Think. Act.*” booklet posted in each classroom contains a list of assembly sites for each building. Check in with your instructor or a BEC (they will be easily recognizable by their bright orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

**Additional Information**

Additional information about emergency preparedness can be found on the SPU web page at <http://www.spu.edu/info/emergency/index.asp> or by calling the Office of Safety and Security at 206-281-2922.