

Wilmington University
College of Education

COURSE NUMBER: MEC 7600

COURSE TITLE: Non-Certification Supervised Counseling Practicum
3 Credits

College of Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes: (1) ensuring that programs are knowledge-

COURSE DESCRIPTION:

This non-certification practicum course will give counselor candidates an opportunity to build skill development and to demonstrate competence as a student services practitioner while

MAJOR INSTRUCTIONAL GOALS:

GOAL 1: Investigate and analyze the major theories which form a basis for delivering counseling services in college/university, mental health, non-profit, or state agency setting (**ASCA Comp: B-PF.4.a, 4.b, 4.c**)

Learning Outcomes: The candidate will:

- 1-1 Investigate personal history, intellectual antecedents, major concepts, ethical implications, theory assumptions, contributions and limitations of important psychological theories.
- 1-2 Identify the appropriate application of these theories in an institution or agency setting.

GOAL 2: Develop the skills to design, implement, and evaluate a comprehensive counseling program (**ASCA Comp: B-PA.2.a, 2.b, 2c; B-PA 3.a, 3.b,3.c**).

counselor candidate, with the assistance of the Site Supervisor, will plan, organize, and implement the program to the extent possible within the academic semester.

As part of the clinical course, the counselor candidate will prepare a PowerPoint and must include:

- 1) An introduction of the situation or problem to be addressed, based on the Clinical Site Assessment results.
- 2) A description of the methods used to design and implement the project.
- 3) Current research on the project's concepts.
- 4) The results of the project and recommendations for future implementation.
- 5) The report demonstrates an advanced level of information literacy by reflecting research of online catalogs, internet, and database sources. Also, the work will demonstrate the professional use and the evaluation of researched information.

A proposal on the nature of the intervention project must be submitted to the clinical supervisor by the end of the first month of the practicum.

Oral Presentation or Workshop based on Project:

Based on the Intervention Project and the Intervention Project Report, the counselor candidate will develop a presentation or workshop that is designed to inform key stakeholders (families, administration, colleagues, and community members) about the need for the intervention, the details of the intervention project, and any available data based on the intervention.

ATTENDANCE POLICY:

Wilmington University Policy:

Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies. Effective fall 2012, Wilmington University instituted a new attendance policy which mandates that a student who misses the first two sessions of a class (without receiving prior permission to do so) will be administratively dropped from the course.

College of Education Policy:

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student's responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first week's assignments

<p>Process and Source for Target Population data (Needs Assessment)</p> <p>ASCA COMP: B-PA 5.C B-PA 5.B</p>	<p>The candidate poorly identified the target population and included three of the following factors: (1) gender (2) ethnicity (3) age range (4) client status (5) social- emotional (6) process and method of data collection.</p>	<p>The candidate minimally identified the target population and included four of the following factors: (1) gender (2) ethnicity (3) age range (4) client status (5) social- emotional (6) process and method of data collection.</p>	<p>The candidate clearly and accurately in detail identified the target population and included five of the following factors: (1) gender (2) ethnicity (3) age range (4) client status (5) social- emotional (6) process and method of data collection.</p>	<p>The candidate clearly and accurately in detail identified the target population and included all six of the following factors: (1) gender (2) ethnicity (3) age range (4) client status (5) social- emotional (6) process and method of data collection.</p>	
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PROJECT DESIGN

**ASCA COMP:
B-PF 7.H B-PF
2.I6 reW*BT/F1 9**

	recommendations for change to current project implementation (5) current results		implementation (5) current results	implementation (5) current results	
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MEC 7600 Non-Certification Practicum Presentation/Workshop Rubric

Assignment: Based on the Intervention Project and the

<p>Delivery, articulation and enthusiasm</p>	<p>Shows no interest about topic. Speaker is not intentional and rushes through content. Does not avoid the use of <i>likes, ums, kind ofs, you knows, etc.</i> Speaker mumbles and audience struggles to hear presentation. Audience members are disengaged. Incorrectly pronounces terms. Delivery is distracting and lacks control.</p>	<p>Shows some negativity or ambivalence about topic that is conveyed presentation. Speaker is not intentional and seems to rush through content. Somewhat avoids the use of <i>likes, ums, kind ofs, you knows, etc.</i> Speaker's voice is low and audience has a difficult time hearing presentation. Incorrectly pronounces terms. Delivery is distracting and lacks control.</p>	<p>Occasionally shows a positive feeling about topic that is conveyed during presentation. Speaker is intentional but seems to rush through content. Sporadically uses <i>likes, ums, kind ofs, you knows, etc.</i> Uses a clear voice with appropriate volume. Pronounces most terms correctly; has good language skills. Delivery is fairly poised, controlled and smooth</p>	<p>Demonstrates a positive feeling about topic that is conveyed during presentation. Speaker is intentional and does not rush through content. Mostly avoids <i>likes, ums, kind ofs, you knows, etc.</i> Uses a clear voice with appropriate volume. Strong pronunciation of terms and language skills. Delivery is poised, controlled and smooth</p>	<p>Demonstrates a strong, positive feeling about topic that is conveyed during entire presentation. Speaker is intentional and does not rush through content. Completely avoids <i>likes, ums, kind ofs, you knows, etc.</i> Uses a clear voice with appropriate volume. Precise pronunciation of terms and language skills. Delivery is poised, controlled and smooth.</p>	
<p>Knowledge of subject and content of presentation</p>	<p>Speaker demonstrates no knowledge in all areas. Speaker does not have grasp of the information and cannot answer questions about subject matter. Provides no explanations and elaboration. Presentation contains inaccurate information. Inappropriate amount of materials are prepared and presented. Introduction is minimal, lays out the topic but does not establish a framework for the rest of the presentation. Speaker does not highlight key ideas or concludes with a final statement.</p>	<p>Speaker demonstrates inadequate knowledge in all areas. Speaker is uncomfortable with information and is able to answer only rudimentary questions. Provides little explanations and elaboration. Presentation contains some inaccurate information. Inappropriate amount of materials is prepared and presented. Introduction is minimal, lays out the topic but does not establish a framework for the rest of the presentation. Speaker poorly highlights key ideas and concludes with a poor final statement.</p>	<p>Speaker demonstrates basic knowledge in all areas. Speaker is at ease with expected answers to all questions without explanations and elaboration. Presentation contains some accurate information. Appropriate amount of materials is prepared and presented. Introduction is basic, lays out the topic and establishes a framework for the rest of the presentation. Speaker highlights some key ideas and concludes with an adequate final statement.</p>	<p>Speaker demonstrates substantial knowledge in all areas. Easily fields class questions with some explanations and elaboration. Presentation contains accurate information. Appropriate amount of materials is prepared and presented. Introduction is attention-getting, lays out the topic and establishes a framework for the rest of the presentation. Speaker highlights key ideas and concludes with a strong final statement.</p>	<p>Speaker demonstrates complete knowledge in all areas. Easily fields class questions with explanations and elaboration. Presentation contains accurate information. Appropriate amount of materials is prepared and presented. Introduction is attention-getting, lays out the topic well and establishes a framework for the rest of the presentation. Speaker highlights key ideas and concludes with a strong final statement.</p>	

Wilmington University
MEC 7600 Non-Certification Practicum
Individual Counseling Session
Site Supervisor/CFM Observation & Evaluation

Candidate Name: _____

Topic: _____

Skills/Artifacts						Comments
Knowledge/Evidence of planning	1	2	3	4	5	
Rapport/Trust	1	2	3	4	5	
Use of attentive listening	1	2	3	4	5	

