



MHS 6800
Practicum in Counseling Adolescents & Adults
84387 001
Fall 2026

Instructor Name

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University Course Description

Supervised counseling for integration and application of knowledge and skills gained in didactic study.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

In person on campus

Student Learning Outcomes

The goal of this course is to provide advanced counseling students with an intense supervised school counseling experience. The clients will be adolescents seeking services from schools. This course is structured to provide practicum students with the optimal learning experience by providing students the opportunity to practice individual and group counseling skills. An intensive

part of the course will focus on principles and applications of crisis counseling. Students may also gain experience with career counseling, marital/family counseling, assessment, and psycho-educational presentations, along with an array of other counseling applications. Supervision and feedback will occur through three sources: from the site supervisor, the faculty supervisor, and through peer review.

Course Objectives

Course Objectives: Completing the prescribed requirements for supervised practicum will enable the Counselor Education student to meet these objectives. The following was used in aligning the objectives- The Florida Educator Accomplished Practices (FEAP's), The Florida Guidance & Counseling School Counselor Competencies 17th Edition (FGC), 2016 CACREP Standards (CACREP 2016 standards), and University of South Florida's College of Education Conceptual Framework (CF).

1. Demonstrate skills in establishing a counseling relationship with a student. (FGC 1.1, 1.7; CACREP: Section 5.G.3.f.; CF: 2)
2. Outline a rationale for human behavior and change. (FEAP 1.3; FGC 1.9; CACREP: Section 5.G.3.f.; CF: 2)
3. Demonstrate the ability to cooperatively develop counseling goals with a student. (CACREP: Section 5.G.3.f.; CF: 2)
4. Develop a counseling approach consistent with personal values, psychological traits, and theoretical orientation. CACREP: Section 2.F.5.n.; CF: 2)
5. Demonstrate skills in practicing empathetic active listening with accurate reflection of student feelings. (FEAP 2.e; FGC 1.7; CACREP: Sections 2.F.5.g., 5.G.3.f.; CF: 2)
6. Demonstrate skills in appropriately using counseling interventions. (FGC 1.4; CACREP: Sections 2.F.5.h., 2.F.5.j.; CF: 2)
7. Develop critical awareness of one's own counseling performance and of the counseling performance of others. (FEAP 5.a., 5.e.; CACREP: Section 2.F.8.e; CF: 2)
8. Demonstrate ability to successfully defuse student anger, or hostility. (FGC 2.2; CACREP: Section 5.G.3.f.; CF: 2)
9. Identify issues of diversity that may impact both understanding and intervention in the counseling relationship. FGC 10.3; (CACREP: Section 2.F.2.a.; CF: 2, 5)
10. Demonstrate appropriate interventions based on a multicultural perspective. (FGC 10.1; CACREP: Section 2.F.2.b-c.; CF: 2, 5)

11. Demonstrate the ability to assist students in self-concept exploration and self-esteem building. (FGC 2.1; CACREP: Section 5.G.3.f.; CF: 2)
12. Intervene appropriately in client crisis situations: accurately identify the legal and ethical statutes and standards applicable to the crisis; demonstrate a model for the intervention; and demonstrate appropriate behavioral interventions. (FEAP 6; FGC 2.2, 6.1; CACREP: Sections 2.F.5.m., 5.G.2.n., 5.G.3.f; CF: 2, 5, 6)
13. Identify developmental tasks and issues of student population. (FGC 4.3, 4.6, 4.7; CACREP: Section 2.F.3.a, 2.F.3.e.; CF: 2)
14. Identify and practice the ethical principles of the professional counselor as delineated in the American Counseling Association (ACA) Code of Ethics (1995). (FEAP 6; FGC 6.2; CACREP: Section 5.G.2.n.; CF: 2, 5)

Required Texts and/or Readings and Course Materials

Required Text (will be used each week during skill discussions):

Edwin, M. (2025). Helping Relationship Skills: Facilitative Skills that Foster Change. Cognella.

Supplementary (Optional) Texts and Materials

A recording device for your sessions

Supplemental articles

Beasley, J. J. (2019). Girls' Relational Aggression: A Small Group Intervention. *Professional School Counseling*, 23(1).

<https://doi.org/10.1177/2156759X20902099>

Moe, J., Goodman-Scott, E., Boulden, R., Edirmanasinghe, N., & Tarver, S. Z. (2022). The Relationship Between School Counselors' Role Beliefs and Practice with and on Behalf of LGBTQQI Youth. *Professional School Counseling*, 26(1).

<https://doi.org/10.1177/2156759X221096349>

Rose, J., & Steen, S. (2014). The Achieving Success Everyday Group Counseling Model: Fostering Resiliency in Middle School Students. *Professional School Counseling*, 18(1).

<https://doi.org/10.1177/2156759X0001800116>

Shi, Q., & Goings, R. (2017). What Do African American Ninth Graders Discuss During Individual School Counseling Sessions? A National Study. *Professional School Counseling*, 21(1). <https://doi.org/10.1177/2156759X18778803>

Wells, T. (2022). School Counselor Perceptions and Knowledge of Trauma-Informed Practices. *Professional School Counseling*, 26(1).

<https://doi.org/10.1177/2156759X221096352>

How to Succeed in this Course

Missing class and/or leaving early will affect your ability to practice and develop crucial counseling skills. Thus, attendance at all class meetings is mandatory. Please be advised that missing more than one class meeting will affect passing practicum. As students are informed in advance of assignment due dates, they are still expected to complete and submit the work assigned for class when absent. Attendance at the first class is mandatory. Students will be dropped if they do not attend.

Grading Scale

This is a pass/fail course (S/U). Satisfactory completion of all practicum requirements within the semester grading period is required for a grade of "S." A grade of "S" in practicum is required to register for internship. Satisfactory completion means that all course requirements have been met, that both Campus Folio assignments receive a 3 or higher, all competencies of the practicum evaluation by the site supervisor and faculty instructor received a 3 or higher, and that the student has demonstrated through deed and action their capacity to engage in the professional role of a counselor.

The Campus Folio assignments are an Ethics Tape and a Multicultural Tape.

Grade Categories and Weights

Individual Counseling

The minimum documented hours required for completion of practicum are 180 hours. These hours must include the following:

40 clock hours (minimum) must be devoted to individual counseling services (direct services) with students. Sessions under 30 minutes in length will not count towards 40.

A minimum of four (4) student should be seen long-term (i.e., 6-8 sessions)

10 sessions/ hours of group counseling (each session must be 30 min or more in length)

These hours are documented through appropriate forms found in the practicum manual.

Group Counseling

In addition to the 40 individual counseling hours, each practicum student must complete 10 hours of group counseling, making a total of 50 counseling hours. The groups typically would be ten one-hour sessions once a week or two groups of 30-minute sessions each meeting once a week. The practicum student should lead or co-lead, taking a highly active role and planning session. A form for documentation of this counseling can be found in the student manual.

Scheduling of Practicum Hours

Students must complete 180 hours of practicum-related activity. Of these hours, students must spend a minimum of 12 hours a week on site in their practicum setting for 15 weeks of the semester. It is strongly recommended that students be at the site on two full days of the week. Forms for documenting these hours are provided. The site supervisor should sign each week's schedule verifying the student's hours and students should turn in a copy of this weekly signed schedule to their faculty supervisor.

Major Topics and Course Schedule

Class /date Topics Assignment/s due

1

8/26/26 Introduction: Course syllabus Copy of insurance,
Practicum schedule, Signature forms

Semester planning

Presentation topics

Review forms & assignments

Supervision times & groups

Building your practicum binder

2

9/2/26 Chapter 4 Facilitating a Session + pgs.15-18

Class Presentation

Tape #1

3

9/9/26 Chapter 5 Nonverbal Facilitation Skills

Class Presentation	Tapes #2 & 3
Case Presentation	
4	
9/16/26 Chapter 6 Reflecting Content	
Class Presentation	Tape #4
Case Presentation	
5	
9/23/26 Chapter 7 Reflecting Feelings	
Class Presentations	Tape #5
Case Presentation	
Individual Reflection 1	
6	
9/30/26 Chapter 8 Questions and Probes	
Class Presentation	Tape #6 & 7
Case Presentation	
7	
10/7/26 Chapter 9 Confrontation	
Class Presentation	Tape #8
Class Presentation- 5-6/18-20	
8	
10/14/26 Chapter 10 Reflecting Meaning	
Class Presentation	Tape #9
Case Presentation	
9	
10/21/26 Chapter 11 Interpretation and Reframing	
Class Presentations	Tapes #10 & 11
Case Presentation	
10	
10/28/26 Exploration of Social Emotional Curriculum	
Individual Reflection 2	
11	
11/4/26 Chapter 14 Feedback and Self-Disclosure	
Class Presentation	Tape #12
Case Presentation	
12	
11/11/26 Veterans Day Holiday/ No class	

Students will be expected to discuss their cases during group and individual supervision. In addition, 2 formal case presentations are required of each student. When presenting, please use the “Case Presentation and/or Review Format” form as a guide (See forms). Students should distribute a typed version of this form that will allow the class to follow along.

Class Presentations

Each student will select two topics of interest and prepare two 30-minute presentations for the class. These topics may include an intervention, a group theme, classroom guidance activities, etc. Please make copies of any information for the class and instructor. Bring a laptop if needed for the presentation.

INDIVIDUAL REFLECTION OF COUNSELING:

The individual reflection will involve your exploration of early experiences and development working with students during practicum. This digital reflection should address questions thus far of your experiences, such as:

- What have I learned?
- What do I find challenging?
- What are my emotional reactions to the learning or experiencing?
- How can I use what I am learning or experiencing in my professional school counseling career?

In five to seven minutes, react honestly. Push your thoughts and emotions. Do not be afraid to explore your true feelings about the class and your transformational learning – only then will you be able to confront those feelings, question them, and be a better school counselor to diverse populations.

Case Files: All information related to students must be contained in a binder/notebook. The file for each student seen must contain the following information:

1. Contact sheet indicating all sessions and consultations
2. Final Counseling Report

Other paperwork to be included:

- Practicum Schedule and Site Supervisor Information

- 15 Peer Evaluation forms (The person being evaluated should have their 15 evaluations from peers in their notebook.)
- Summary of Interview forms for all sessions
- Signed Permission Forms for all students

All students' documents are confidential. Only first names or initials of clients should appear on the forms except for the parental permission form. Practicum students are responsible for maintaining all documents in the binder confidential and secure.

Final Paperwork: Following is the paperwork due at the close of the semester. Please submit it in a three-ring binder.

- a. 15 Peer Evaluation forms (completed by peers)
- b. Summary of Interview forms
- c. Two case presentations
- d. Two class presentation
- e. Student Counselor's Schedule
- f. All case files (Consent Letter, Contact Sheet, Final Counseling Report)
- g. Weekly Logs
- h. Group Counseling Contact Sheet
- i. Summary of Counseling Contacts
- j. Total Time sheets
- k. Midterm and Final evaluations
- l. Multicultural audiotape
- m. Ethics audiotapes
- n. 40 Hours of Individual Counseling
- o. 10 Hours of Group Counseling
- p. 180 Counselor related activities

Evaluation

Included in this manual is the "Counseling Practicum Evaluation." This should be completed two times during the semester by the site supervisor. These will be discussed in individual supervision. Students are asked to keep copies of all their evaluations. Evaluations by the faculty and site supervisors will be placed in the student's file.

Supervision

The goals of supervision include helping with intervention skill building such as conceptualizing cases, defining priorities, developing change strategies, and

assisting students in clarifying their interpersonal style and defining assets and limitations. Other goals include helping students give assistance to peers and respond to direct or indirect requests for assistance; helping students recognize interpersonal issues that interfere with progress; and assisting students in recognizing when personal problems are interfering with their work so they can seek assistance. It is imperative that students attend supervision sessions.

Supervision Format:

Students are expected to bring a recorded session(s) for supervision every week and present all necessary student and practicum documentation for review. Students will be expected to present on the progress of ongoing cases. They will also be expected to focus on a specific case during supervision. Issues to focus on include counseling plan and goals, counseling techniques and interventions, counselor concerns and needs, counseling progress and termination issues, and other relevant issues.

Required Supervision:

- a. A minimum of one (1) hour per week of dyad supervision by a faculty supervisor.
- b. A minimum of 1.5 or two (2) hours per week of group supervision with other practicum students by a faculty supervisor

A minimum of one-hour (1) hour per week meeting with the site supervisor. A site supervisor

is defined as one who is employed by the organization and present at the site.

Given that your

site supervisor will be completing a mid-term and final evaluation, it is strongly suggested that

you have your supervisor listen to some of your tapes and/or observe you.

Please advise the instructor immediately if you desire an accommodation due to a documented disability.

Liability Insurance:

Students are required to carry a student liability insurance policy. Students cannot begin their practicum experience without this coverage. A copy of the student's liability insurance must be submitted to the instructor prior to the first day on site.

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

This is a pass/fail course. Satisfactory completion of all practicum requirements within the semester grading period is required for a grade of "S." A grade of "S" in practicum is required to register for internship.

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Canvas:

This course uses USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-4357 or help@usf.edu

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your

message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.

- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional

information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)