

National Taiwan Normal University
Department of Educational Psychology and Counseling
Undergraduate “Practicum of School Counseling” Curriculum Implementation Essentials

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1. Target: Students enrolled in the Department’s “Practicum of School Counseling (I), (II)”
2. Application Process for Practicum Course: During the second semester of the academic year preceding the practicum course, students are required to submit transcripts and other relevant documents. The department will then review the students' application eligibility according to the course requirements, while the practicum course teacher will engage in a discussion with the students.
3. Teaching Goal:
 - a. Facilitate students to gain knowledge and experience of practical school guidance and counseling activities.
 - b. Facilitate students to be placed in schools to gain practicum experiences with client cases, and to enhance counseling competencies through supervision.
 - c. Facilitate students to apply counseling theories when conducting interviews with pupils in junior and senior high schools.
 - d. Through practicum opportunities, promote student identification with the counseling profession, and develop competencies to apply counseling.
4. Practicum Placement Schools:
 - a. Public and private junior high schools and senior high schools.
 - b. Placement school that can provide substantive supervision by a guidance teacher or professional psychologist.
 - c. The designated teacher is responsible for supervising students who provide individual counseling to assigned cases. Responsibilities include: Assign client cases appropriate

- to student's competence level; Engage in regular case discussion and guidance; Offer practicum performance evaluations at the end of the semester.
- d. The practicum placements for students should be arranged by the department.
5. Practicum Course Content:
- a. Gain knowledge of school's general organization and community culture, particularly the collaboration between the counseling unit and other school operational units.
 - b. Gain knowledge of concepts and principles of school counseling practice, with primary focus on individual counseling, group counseling, adoption guidance system, characteristics of students who need guidance and counseling, case management protocol, and crisis management mechanism.
 - c. Practice counseling according to the ethical standards that apply to working in junior and high school systems. Provide individual counseling to two (2) adolescent clients each week for 10-12 consecutive weeks within a semester.
 - d. Taking into consideration that practicum students are beginners, and that their limited hours at school do not allow them to take on spontaneous cases, practicum placement school should not assign crisis cases, but assign primarily level 1 or level 2 cases within the tertiary counseling prevention framework.
 - e. Counseling should be conducted within a robust supervisory system, which should include a guidance teacher who can provide in-house supervision, a master's or advance-level graduate student from the Department who can provide small group supervision, and the instructor of the practicum course who can offer curriculum supervision.
 - f. At the beginning of the semester per the placement school's academic calendar, practicum student initiates contact with practicum supervisor-teacher and attend to practicum duties regularly during the scheduled time periods. Before individual clients are assigned, initial learning content should focus primarily on 4a and 4b above. After individual clients are assigned, practicum student should conduct counseling sessions regularly and engage in case discussions with practicum supervisor-teacher at the placement school.
6. Practicum assignments include: Complete case note for each individual session; reflection of counseling practicum experience; reflection of small-group supervision experience; small-group interview experience, to name a few.
7. Ethical conduct during the course of practicum:
- a. Tidy and presentable attire
 - b. Punctuality, no unexcused absences (must obtain advance approval for absence, and clearly delegate duties to the responsible substitute).
 - c. Show responsible and genuine attitude toward work.
 - d. Do not disclose student information (including test results).
 - e. Comply with institution's regulations and professional ethical standards.
8. Implementation of counseling practicum and supervision practicum should adhere to the following departmental guidelines:

- a. All supervision matters related to undergraduate, master's, and doctoral counseling practicum must be coordinated with department's curriculum planning that takes place in the second semester of each academic year. In the subsequent academic year, doctoral courses in "Counseling Supervision and Practicum (I), (II)" and "Advanced Internship in Counseling Psychology (I), (II)" must align with master's courses in "Practicum in Counseling Psychology (I), (II)" and "Internship in Counseling Psychology (I), (II)," as well as align with undergraduate courses in "Teaching Practicum: Guidance (I), (II)," "Teaching Practice in Career Planning," "Educational Service Learning in Career Planning," and "Practicum of School Counseling (I), (II)." Instructors of counseling practicum courses across the degree levels must convene and coordinate course offering and course alignment matters in advance.
- b. Supervisees (undergraduate and master's students under the supervision of doctoral students) must provide feedback about supervision (to doctoral students).