



Mercer University: Atlanta
Department of Counseling and Human Services

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| Course Title: | COUN 639: Practicum in School Counseling |
| Instructor: | Dr. Karen D. Rowland |
| Office Hours: | Monday: 11-3pm; Tuesday: 11-3pm; Thursday: 11-1pm; or <i>by appointment only</i> |
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| Class Meeting Time: | Fall 2015 - Tuesday: 3:00 – 4:30PM |

Course Description:

The Practicum in School Counseling is a **one semester** supervised experience. Candidates will spend 50 hours at each level (elementary school, middle school, and high school) in an accredited P-12 school. The Practicum is designed to place school counseling candidates in extended counseling relationships and situations with a variety of P-12 students under close supervision.

Purpose:

The purpose of this course is to prepare school counselor candidates demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students in K-12 settings.

Course Prerequisites:

COUN 605, COUN 606, COUN 612, COUN 618, COUN 631, COUN 632.

School Counseling Strands Addressed in this Course:

Foundations and historical development; philosophy; professional identity; cognitive and social development; planning and implementation; barriers to student success; multicultural competency; coordination; systemic change; research; data analysis; data based decision making.

Student Learning Objectives:

Note: In addition to the common core curricular experiences outlined in CACREP II.G (2009 Standards), the following curricular experiences and demonstrated knowledge and skills are required of all students in the School Counseling Program.

The professional school counselor candidate will:

| Objective | CACREP/PSC Standard | NCATE Standard | Assessment |
|---|--------------------------|--------------------------|---|
| 1. Demonstrate an understanding of the multiple factors that can influence the personal, social, and academic functioning of students and can identify various forms of needs assessments for each. | SC. Assessment Knowledge | 1.2 1.5 2.2 2.3 | 1. Supervisor Evaluation 2. Case Study |
| 2. Apply knowledge of appropriate assessments used to evaluate students' strengths and weaknesses and to analyze information gained from these assessments to develop plans to remove | SC. Assessment Skills | 1.2 1.7 2.2 | 1. Supervisor Evaluation 2. Case Study |

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| barriers to students' academic, career, and personal/social growth, including appropriate referrals. | | 2.3 4.4 | 3. Counseling Activity |
| 3. Demonstrate an understanding of evaluative research, outcome research data, and best practices literature relevant to the practice of school counseling. Demonstrate an understanding of models and basic strategies of evaluation for school counseling programs. | SC. Research and Evaluation Knowledge | 1.2 2.2 2.3 3.3 | 1. Supervisor Evaluation 2. Case Study 3. Counseling Activity |
| 4. Applies relevant research findings to inform school counseling practice and to develop a measurable outcome instrument for school a counseling program, activity, intervention, or experience. | SC. Research and Evaluation Skills | 1.2 | 1. Supervisor Evaluation 2. Case Study 3. Counseling Activity |
| 5. Demonstrates an understanding of the relationship between the school counseling program and the academic mission of schools, including an understanding of strategies and methods used to close the achievement gap and for teaching counseling related material. | SC. Academic Development Knowledge | | 1. Supervisor Evaluation 2. Case Study 3. Counseling Activity |
| 6. Applies knowledge of the relationship between school counseling programs and academic success to design and implement a counseling program that enhances student academic success, prepares students for a full range of post-secondary options, and utilizes differentiated instructional techniques to promote student success. | SC. Academic Development Skills | | 1. Supervisor Evaluation 2. Case Study 3. Counseling Activity |
| 7. Demonstrates an understanding of collaboration and consultation that incorporates systemic theories and knowledge of strategies for working with parents, families, guardians, communities, teachers, administrators, and other school personnel. Demonstrates an understanding of how these principles operate in crisis/disaster preparedness and response. | SC. Collaboration and Consultation Knowledge | 1.2 2.3 | 1. Supervisor Evaluation 2. Case Study 3. Counseling Activity |
| 8. Develop a plan that enhances the school-family-community partnership and informs the comprehensive school counseling program. Apply knowledge of consultation and collaboration that includes parents, guardians, families and community members as well as school personnel that enhances the school-family-community partnership and informs the comprehensive school counseling program. | SC. Collaboration and Consultation Skills | 1.6 3.3 4.4 | 1. Supervisor Evaluation 2. Case Study 3. Counseling Activity |
| 9. Demonstrates an understanding of the qualities, styles, skills, and principles of leadership and recognizes how to utilize these to develop, manage, and utilize a comprehensive, developmental school counseling program. | SC. Leadership Knowledge | 1.2 1.5 1.6 | 1. Supervisor Evaluation 2. Case Study 3. Counseling Activity |
| 10. Applies knowledge to design comprehensive, developmental school counseling program and to plan a school-counseling related educational program for use with parents and teachers. | SC. Leadership Skills | 1.5 2.2 2.3 | 1. Supervisor Evaluation 2. Counseling Activity |

Required Textbooks:

Studer, J. R., & Diambra, J. F. (2010). *A Guide to Practicum and Internship for School Counselors-in-Training*. New York: Routledge (ISBN: 978-0-415-99747-8).

Recommended Textbooks:

American School Counselor Association (2012). *The ASCA National Model: A Framework for School Counseling Programs* (3rd ed.). Alexandria, VA: Author.

- American Psychological Association (2005). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Hitchner, K. W., & Tifft-Hitchner, A. (2006). *Counseling Today's Secondary Students: Practical Strategies, Techniques & Materials for the School Counselor*. San Francisco, CA: John Wiley & Son Inc.
- Kaffenberger, C., & Young, A. (2013). *Making Data Work* (3rd ed.). Alexandria, VA: ASCA
- Stone, C. B., & Dahir, C. A. (2007). *School counselor accountability: A MEASUE of student success* (2nd ed.). Upper Saddle, New Jersey: Merrill Prentice Hall.
- Schmidt, J. J. (2006). *A Survival Guide for the Elementary/Middle School Counselor*, (2nd ed.). San Francisco, CA: John Wiley & Son Inc.

The Conceptual Framework

The conceptual framework of the school counseling program is organized around both the framework of the counseling profession in general and school counseling specifically interplayed with the conceptual framework of the Tift College of Education.

According to Chi Sigma Iota, the Counseling Academic and Professional Honor Society, International, counseling as a profession is unique among service providers because of its historical focus upon facilitating optimum human development across the life span. The American School Counselor Association (ASCA) has developed the ASCA National Model and ASCA National Standards for School Counseling Programs. These foundations expand the image and influence of professional school counselors through **Leadership, Advocacy, Collaboration** and **Systemic Change**. Mercer's program seeks to empower professional school counselors with the knowledge, skills, linkages, and resources to promote student success in the school, the home, the community, and the world. The conceptual framework around which the College of Continuing and Professional Studies has developed the School Counseling Program is: **"The Transformational School Counselor: Leader, Advocate, Collaborator and Systemic Change Agent"**

Within the context of a distinctive Baptist heritage, the inclusion of the Paideia ideal and know-how of blending theory and practice, the Tift College of Education Department of Teacher Education has chosen for its conceptual framework the theme ***"The Transformational Educator-To Know, To Do, To Be."***

Combined Conceptual Framework: TIFT COLLEGE OF EDUCATION and COLLEGE OF CONTINUING & PROFESSIONAL STUDIES

The Transformational Educator:

To Know, To Do, To Be

Leader, Advocate, Collaborator, & Systemic Change Agent

To Know

To Know the foundations of the education profession, content bases for curricula, and characteristics of diverse learners.

Leadership. Professional School counselors lead in the promotion of student success by understanding the foundations of the profession, the philosophy, techniques, and theories of counseling, and the barriers to learning that are faced by a diverse student population.

1. Demonstrates knowledge of the foundations, historical development, and professional identity of the counseling profession in general and school counseling in particular.
2. Demonstrates an expertise in the basic areas of counseling theory and helping skills and shows an ability to apply those theories and skills systemically.
3. Articulates an understanding of the characteristics, cognitive and social developmental stages, and emotional and psychological needs of a diverse student population.

To Do

To Do the work of a professional educator in planning and implementing well integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology.

Advocacy. Professional school counselors work proactively to remove barriers to student success academically, socially, and in the area of career development and planning to assure that the needs of all students are being met.

1. Assesses, plans, and implements strategies to improve student achievement in the areas of academic success, social and emotional growth, and career awareness by using data appropriately to advocate for every student's right to a rigorous curriculum that ensures post secondary success.
2. Demonstrates a clear understanding of the barriers to success in schools and plans research based programs that remove or minimize systemic barriers to learning that impede the academic, social, and career success of all students regardless of race, ethnicity, gender, socioeconomic status, sexual orientation, spirituality, disabilities, and language barriers.
3. Consults with teachers, administrators, parents and others in the development of plans to meet the goals for students, the school, and the school system in accordance with Georgia guidelines for school counseling programs.

To Be

To Be a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, community, and global environment.

Collaboration and Systemic Change. Working with all stakeholders, professional school counselors build effective teams that work toward equity, access, and academic, social, and career achievement for all students. Through the use of data driven decision making, professional school counselors examine existing policies and procedures and create new opportunities for increased student achievement.

1. Models positive and effective interpersonal communication skills when interacting with students, teachers, administrators, parents, and other stakeholders within the school system.
2. Through feedback, personal reflection, and work with stakeholders both in the school and outside of the school, demonstrates an ability to develop and implement educational programs that meet the individual goals of all students.
3. Demonstrates an ability to interpret and disaggregate data in meaningful ways as a significant part of the effort to revise and refine instruction and system policies.

COURSE REQUIREMENT

Activities and Assessments

Practice: Students are required to work for 150 total hours in K-12 settings (minimum of 50 hours at each school level – K-5, 6-8, and 9-12), approved by the departmental field experience coordinator. Each school's on-site supervisor will complete an evaluation of the student during the final week at each school level.

Practicum Log: Students will complete a log based on their individual practicum experience. It is important that students update their log on a daily basis. The log also needs to indicate what outcome objective each activity was related to. Late responses will result in a penalty of 10% of assignment grade for each day late. The log sheet to use will be provided. ***Upload to LiveText on due date.***

Classroom Guidance Activity: Practicum students will complete a minimum of five (5) classroom guidance lessons for the semester and will present one of these during an assigned date in class. Please remember to include in your detailed lesson plan outline how you have given attention to diversity/advocacy and inclusion (of special education students) for each guidance activity. See the format provided. ***Upload to LiveText on due date.***

Small Group Counseling Session: Practicum students will complete a small group counseling (a minimum of 3 activity sessions for the small group), focusing on a personal/social, academic or career/college readiness issue/s for the semester and will present on one of these during an assigned date in class. Please remember to include in your detailed small group counseling plan outline how you have given attention to diversity/advocacy and inclusion (of special education students) for each small group activity. See the format provided. ***Upload to LiveText on due date.***

Case Study: Practicum students will complete a minimum of ten (10) individual counseling sessions for the semester and are required to bring a tape/audio recording of one individual counseling case study to be scheduled in the semester. Please take appropriate precautions to best protect the confidentiality of your student-client. It may be best to present an ongoing case with which you would like some assistance from other class members and/or faculty. You should work with the instructor to select an appropriate case for presentation. Ideally, the case study will result in an active discussion among those in attendance, to help formulate effective interventions. A taped session (at least 10 minutes) must accompany your case study presentation. Students should ensure that clients have signed proper release forms, which include the notification that such tapes may be used for educational purposes. Be sure to follow the format in the presentation outline. ***Upload to LiveText on due date.***

Parent Workshop: Practicum students will design (and present, if the opportunity is given), a workshop presentation designed for parents to address a student counseling need/issue providing parents with a description and techniques/strategies/tools for working effectively with their children regarding the identified need/issue. Be prepared to present your workshop on an assigned date in class.

Journal: Practicum students will complete journal entries that summarize the activities and experiences at their practica sites. The journal must include your personal reactions to the basic school counselor functions engaged in during internship: classroom guidance, small group work, individual counseling, consultation, advocacy, leadership, program planning/coordination, etc. Express your joys, concerns, what you have learned, and how you would improve as a school counselor. The journal report is due on the date of classroom meetings.

Individual Supervision: In addition to the class/group supervision, practicum students will receive weekly individual supervision from a Ph.D. counseling student to practice and also receive feedback on specific counseling skills.

METHODS OF INSTRUCTION

The following methods will be used to facilitate learning in this course:

- *lecture*
- *small group activities*, including discussions and interactions
- *cooperative learning* via group projects and activities
- *use of media*, including video tapes, audiotapes, visual aids
- *research* via library, internet, interviews, case studies
- *simulation* via role play, mock testing
- *critical thinking exercises* - “thinking outside the box”
- *writing* via reaction papers, evaluation of assessments
- *supervision*, practicum students will meet in a small group throughout the semester with the faculty supervisor. During this time a variety of activities will occur, including discussion of on-site issues, case presentations, discussion of ethical issues, and peer supervision. During this time students may also discuss personal counseling goals, general concerns, and weekly present a tape/case.

Writing Expectations:

Introduction to School Counseling is a graduate level course; therefore professional writing is expected. Analysis, synthesis, and evaluation of concepts are expected. All papers are to be typed, double-space, using 12-font in Times New Roman, Ariel, or Courier. **Follow APA Style, referring to the APA Manual (5th ed.). Papers will be evaluated based on content, writing, and APA style.**

Professional School Counselor Portfolio (LiveText)

The LiveText portfolio is a visual showcase of a student’s work that demonstrates professional growth, achievement, and competence in the field of counseling. The portfolio is used to document your philosophy of counseling and central concepts of student development; as well as understanding and application of the standards. Required sections for this course will be developed in separate documents and added to the portfolio. This is an ongoing portfolio which will be added to throughout your completion of the master’s degree.

ALL Counseling Candidates must purchase and use LiveText:

LiveText Assessment Measures

1. Portfolio Artifact Requirement(s). Your course assignment(s), in this class are required artifact(s) in your portfolio. As part of the requirements for this course, you must place your artifact(s) in the appropriate portfolio section and write a reflection on how your performance on the assignment addresses the targeted standard. If you have used your portfolio in previous semesters, it should already be submitted to the appropriate program account; however, if this is your first semester to use your portfolio, be sure you follow the directions about which instructor account you should submit your portfolio to (see INSTRUCTIONS in syllabus). If you have created a portfolio in a previous semester, do NOT create a new one now – simply add the artifact(s) and reflection(s) from this course to the existing portfolio. See the chart in this syllabus for specific information on where to place your artifact and reflection (the portfolio section).
2. Portfolio Reflection Expectations: The required reflection in your portfolio must address how the artifact demonstrates the associated standards you have met. This is not a reflection on the process of completing the assignment or what you think about the assignment. **FOCUS ON THE STANDARD.** The standard as stated in your portfolio template is quite global; to ensure that your reflection is fully address, use the details of the rubric elements that will be used to assess this section of your portfolio, make sure you address each element.
3. ***Failure to comply with the LiveText requirements of this course will result in a grade of “F” for the course and the course will need to be repeated. Should your GPA fall below 3.0 as a result of this, you will be placed on academic probation and you will be unable to continue in the program until you repeat this course successfully (grade of B or better).***

EVALUATION

- Grading will be done on a letter grading basis. Therefore, students are encouraged to focus on their professional development. Successful completion of the course requirements and evidence of professional development will serve as the basis for the final grade. It is the student’s responsibility to have presented throughout the semester specific data representative of his/her work.

Students are encouraged to focus on their professional development.

The **mid-term** and **final evaluation** session will focus on the development of skills over the course of the semester and can be used as a barometer of the student’s progress throughout the course.

Successful completion of the course requirements, the supervisors’ evaluation (site and university supervisors), and evidence of professional development will serve as the basis for the final grade.

It is the student’s responsibility to have presented throughout the semester specific data representative of his/her work. *University supervisor evaluation will be based on demonstration and observation of the following:*

- ❖ Conceptualization - Ability to frame the counseling process from a theoretical perspective and provide evidence within the counseling session(s) of operating from that theoretical perspective.
- ❖ Goals - Ability to help the client develop realistic, measurable, specific goals for counseling.
- ❖ Counseling/Consultation Interventions - Flexibility and appropriateness of interventions.
- ❖ Monitoring Progress - Ability to monitor the progress of clients as well as your own growth as a counselor.
- ❖ Performance during group supervision - Ability to present cases clearly and systematically. Ability to give and receive feedback and general level (frequency and appropriateness) of participation within the group.
- ❖ Intra-personal growth - Ability to recognize and modify personal and/or professional behaviors that interfere with the counseling and/or supervisory process. Openness to supervision.
- ❖ On-site performance - Ability to relate to colleagues in the setting. Ability to take initiative (function without need for excess direction), generate an independent client load, etc. Appropriate professional conduct.
- ❖ Appraisal instruments - samples of appraisal instruments used and knowledge of their reliability, validity and appropriateness of use.
- ❖ Professional activities - Show evidence of involvement in professional activities other than direct service.

Grading Policy

A grade of **A, B, C, D, or F** will be earned based on fulfillment of all course requirements

Grading scale:

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|-----------|--------------|--|
| A | 93-100% | mastery of content/concepts |
| A- | 90-92 | |
| B+ | 87-89 | |
| B | 83-86 | good understanding of material |
| B- | 80-82 | |
| C+ | 77-79 | |
| C | 73-76 | rather basic understanding, more work is needed to perform |
| C- | 70-72 | <i>appropriately and at a professional level</i> |
| F | <70 | |

Assignment Evaluation

Grading Scale

| | |
|--|-----|
| Instructor Evaluation (<i>includes Ph.D. supervisor</i>) | 10% |
| Individual Counseling | 30% |
| Classroom Guidance | 20% |
| Group Activity | 10% |
| Internship Log | 10% |
| Student Evaluation by Site Supervisor | 20% |

Total **100%**

- An “A” signifies an **exceptionally** clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student was actively participating in class activities and has completed all assignments in a neat and timely manner. The completed assignments indicate that the student spent extra time, personal energy, and critical reflection in an effort to **demonstrate exceptional work**.
- Grade in the “B+/B” ranges are very good grades, and signify a solid understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student’s effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be solid in content and were completed in a timely manner.
- Grades in the “C+/C” ranges indicate that the basic objectives of the course have been achieved, that the student has demonstrated satisfactory mastery of the material of the course and its objectives, as well as minimal participation in class activities. The minimum expectations of the professor are met. These grades are respectable in their own rights.
- The “D” grade is assigned for work, which is passing, but below average in competency for college-level work. The student receiving a grade of “D” has not demonstrated and/or exerted a level of effort or expertise expected of the average college student. It may also indicate that assignments were not completed in a satisfactory or timely manner, or that attendance requirements were not met.
- The “F” grade is failing.

POLICIES AND EXPECTATIONS

- The *classroom format is seminar discussion and experiential*. It is not possible to make up the experiences of discussion, demonstration, and practice done in class. In addition, your readings should be completed on the day assigned so you may be able to participate in the discussion.
- *Participation*: You will be required to demonstrate being engaged in every class period via attentiveness and verbal/nonverbal communication. That includes not playing on the internet

on your laptop or other activities that are not related to the class.

- *Absences*: missing two classes will result in a “F” for the course; missing one class will result in one letter grade reduction.
- *Punctuality*: being on time is expected. Consistent lateness will also add up and become inclusive as an absence. Additionally, leaving class significantly early two times will be equivalent to one absence. In order to participate, attendance is necessary.
- Attitude also plays a direct role in your grade; therefore, what you put into the course you will get out.
- *Late work*: a 10% penalty will be assessed for late work and each day after another 10% will be deducted. Unless arrangements are made, it will be considered late.
- In *writing papers*: plagiarism, the act of copying the work of another author without crediting the source, shall be grounds for a failing grade.
- *Academic Honesty*: All students are expected to adhere to the Honor Code as explained in your Mercer catalog. (see the information on Honor Policy below).
- All cell phones must be turned off during class. If there is an expected emergency where you need to be accessible, the phone must be in the “vibrate/silent” mode. In addition, you may not leave during class to answer your cell phone; however, you may respond during break.
- You may bring your laptop to class and use it to take notes. However, if use of your laptop becomes disruptive or if it impedes your ability to attend to subject matter (i.e., surfing the internet, working on assignments for other classes, etc.), you will be asked to shut down your program and leave your laptop at home.
- Please be courteous to the class and refrain from talking during the instruction or when others are speaking. You will also be asked to return promptly from breaks to maintain classroom decorum and assure you don’t miss essential information.
- As noted and stated, mutual respect is requested and will be adhered to.
- If at anytime the professor is unable to attend class, there will be an online classroom discussion assignment on Blackboard for that missed class.

Honor Policy

Academic integrity is maintained through the honor system. The honor system imposes on each student the responsibility for his or her honest behavior and assumes the responsibility that each student will report any violations of the Honor Code. By the act of entering Mercer University, each student personally consents to Mercer’s Honor System and thereby agrees to be governed by its rules. Furthermore, each student is personally responsible for knowing the rights and

obligations as set forth in the Honor System. The student is also expected to cooperate with all proceedings of the Honor System and to participate fully in the Honor System.

“The most frequent violations of the Honor Code are cheating and plagiarism. Cheating is the taking of credit for work which has been done by another person. The following are some of the more common instances of cheating:

- 1) Using notes, textbooks, or reference materials on a test, daily quiz, or examination unless the use of such materials is specifically permitted the professor;
- 2) Copying ideas or facts from another’s papers during a test situation;
- 3) Giving or receiving facts or ideas either verbally or in writing during a test situation;
- 4) Obtaining test questions which a teacher does not release for further reference;
- 5) Obtaining or giving specific information which will be on a test before the test is administered;
- 6) Using unassigned translations in a reading course in a foreign language.

It is to be emphasized that these examples are not the only possible ones. They are listed in order to give the student a general idea of what constitutes an Honor Code violation.

Plagiarism is defined as the use of ideas, facts, phrases, or additional materials such as maps and charts from any source without giving proper credit (as specified below) for such material. Any material in a paper or report which is not acknowledged is understood to be the original work of the author, regardless of misinformation, carelessness, sloppiness, or typographical errors” (The Lair Student Handbook and Academic Planner 2000-2001, pp. 59-60).

Students are expected to abide by the Honor Policy for ALL assignments. Students are expected to do their own work for assignments that are electronically submitted as well as the companion web site activities. The instructor will announce those assignments that are specifically designed for cooperative work.

Disability Syllabus Statement for Atlanta, Douglas & Henry Co. Campuses

Students requiring accommodations for a disability should inform the instructor at the close of the first class meeting or as soon as possible. The instructor will refer you to the Disability Support Services Coordinator to document your disability, determine eligibility for accommodations under the ADA/Section 504 and to request a Faculty Accommodation Form. In order to receive accommodations in a class, students with sensory, learning, psychological, physical or medical disabilities must provide their instructor with a Faculty Accommodation Form to sign. Students must return the signed form to the Disability Services Coordinator. A new form must be requested each semester. Students with a history of a disability, perceived as having a disability or with current disabilities who do not wish to use academic accommodations are still strongly encouraged to register with the Disability Services Coordinator and request a Faculty Accommodation Form each semester. For further information, please contact Richard Stilley, Disability Support Services Coordinator / Assistant

Dean for Campus Life, at (678) 547-6823 or visit the website at <http://campuslife.merceratlanta.org/disabilityservices.html>.

Student Conduct

The University expects students to conduct themselves in a manner, which reflects their maturity and their awareness that matriculation at the University is a privilege accorded only to those who share the ideals of an academic community. Any conduct determined as having an adverse effect on the University community may result in disciplinary action, including dismissal. The Code of Conduct is enforced both on University premises and at University sponsored events held off campus. Please refer to the Mercer catalog for examples and other information.

Diversity

Mercer University and the College of Continuing and Professional Studies are committed to social justice and respect for all individuals. The Community Counseling Program seeks to create a culture of community that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of the community in recognizing the multi-dimensional diversity that contributes to the learning environment and the community in which we live. An essential part of our program is to create an environment that supports exploration, learning, and work free from bias and harassment, thereby improving growth and development of each member of our community.

The Code of Ethics for School Counselors

“The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility.” Ethical Standards for School Counselors, American School Counselor Association (June 24, 2004). Retrieved January 19, 2008. <http://www.schoolcounselor.org/content.asp?contentid=173>

The Code of Ethics for Educators

“The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards, which represent the conduct generally accepted by the education profession. The code protects the health, safety and general welfare of students and educators, ensures the citizens of Georgia a degree of accountability within the education profession, and defines unethical conduct justifying disciplinary sanction.”

The Code of Ethics for Educators, Georgia Professional Standards Commission (July 15, 2003). Retrieved August 14, 2003, <http://www.gapsc.com/Professionalpractices/NEthics.asp>

Internet Resources

Jefferson County School Counselor Resources

<http://classroom.jc-schools.net/guidance/>

School Guidance Counseling Sites

<http://www.portup.com/~lburhans/schoguid.html>

Advancing Technological Literacy among School Counselors

<http://www.schoolcounselor.com/>

National Technology Institute for School Counselors

<http://www.techcounselor.org/nti3/nti.htm>

Professional Organizations

American School Counselor Association (ASCA) <http://www.schoolcounselor.org>

American Counseling Association (ACA) <http://www.counseling.org>

Georgia School Counseling Association (GSCA) <http://www.gaschoolcounselor.org>

Digital Tools

Computer Access: Computer with Macintosh or Windows operating system

Electronic Devices: Printer, Multimedia Projector, Scanner, Digital Camera, CD Burner

Delivery Media: Internet Access (Web Browser, Email, LiveText), CD-ROM, DVD

Current Software: Microsoft Office (Word, PowerPoint, Excel), Adobe (Acrobat) Reader, QuickTime Player or QuickTime

Recommended Professional Journals

ASCA School Counselor

Professional School Counseling

Journal of Counseling and Development

The Career Development Quarterly

The Journal of Multicultural Counseling and Development

Abbreviated Bibliography

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Assignments to be Uploaded into Livetext

| Class Assignment | Livetext Artifact |
|--|-------------------|
| Counseling Activity (classroom guidance) | Artifact #1 |
| Counseling Activity (small group counseling) | Artifact #2 |
| Individual Counseling (case study) | Artifact # 3 |
| Parent Workshop | Artifact # 4 |
| Internship Log | Artifact # 5 |

TENTATIVE CLASS SCHEDULE

| <u>Date</u> | <u>Assignment</u> Student Names | <u>Activity</u> |
|--------------------|--|---|
| 8/18 | All | Review Course Assignment, sites and site supervisors. |
| 8/25 | All | Group Supervision |
| 9/1 | All | Group Supervision |
| 9/8 | All | Group Supervision |
| 9/15 | All | Group Supervision |
| 9/22 | All | Group Supervision |
| 9/29 | All | Group Supervision |
| 10/6 | All | Group Supervision |
| 10/13 | All | Group Supervision |
| 10/20 | | Peer Supervision – Case Study |
| 10/27 | | Peer Supervision – Case Study |
| 11/3 | | GSCA CONFERENCE |
| 11/10 | | Peer Supervision – Case Study |
| 11/17 | | Peer Supervision – Case Study |
| 11/24 | | Peer Supervision – Case Study |
| 12/1 | | Peer Supervision – Case Study |
| 12/8 | All | ALL ASSIGNMENTS DUE <i>(on Livetext, turn in to instructor, etc.)</i> |

Note: This syllabus is a guide that may be amended as needed: the schedule, course topics and course requirements.

Class (Supervision) format:

1. Listening/viewing counseling audio/videotape (15 minutes per student) – 3 students per class session.
2. Individual reports on weekly internship activities, issues, etc. (40 minutes).
3. Wrap up with announcements, joys, etc. (10 minutes).

School Counseling Practicum Semester Assignments

I. Classroom Guidance Activity

1. Lesson Plan Topic: _____ Date: _____
2. Lesson Plan Topic: _____ Date: _____
3. Lesson Plan Topic: _____ Date: _____
4. Lesson Plan Topic: _____ Date: _____
5. Lesson Plan Topic: _____ Date: _____

II. Small Group Counseling Activity

1. Group Session Topic: _____ Date: _____
2. Group Session Topic: _____ Date: _____

III. Individual Counseling Session

1. Student 1: _____ Issue: _____ Date: _____
2. Student 2: _____ Issue: _____ Date: _____
3. Student 3: _____ Issue: _____ Date: _____
4. Student 4: _____ Issue: _____ Date: _____
5. Student 5: _____ Issue: _____ Date: _____
6. Student 6: _____ Issue: _____ Date: _____
7. Student 7: _____ Issue: _____ Date: _____
8. Student 8: _____ Issue: _____ Date: _____
9. Student 9: _____ Issue: _____ Date: _____
10. Student 10: _____ Issue: _____ Date: _____

Classroom Guidance/Small Group Counseling Activity *Format*

1. Name of Activity
2. Goal/Purpose of the Activity – use ASCA standards
3. Competencies – use ASCA competencies
4. Learning Objectives – use ASCA Competencies *indicators* (minimum of three) – address one in each of the following:
 - a. Cognitive Domain
 - b. Affective Domain
 - c. Psychomotor-Behavioral Domain
5. Georgia QCCs/ Performance Standards *see* -
<http://www.georgiastandards.org/index.aspx?PageReq=GSOQCC>
6. Developmental/Grade Level
7. Integration Suggestion (how can you *integrate* the activity into the classroom academic curriculum)
8. Inclusion/Diversity/Advocacy (how did you give attention to students with special needs?)
9. Development Learning Activity (identify the diversity/advocacy and inclusion issues)
 - a. Introduction
 - b. Activity
 - c. Conclusion
10. Evaluation (demonstrate the goals/objectives stated above)
11. Resources Needed (include a copy of any materials needed)
12. Pre/Post Test used (should address the learning objectives stated above)
13. Time Needed
14. Analysis of Results
 - a. Include Charts
 - b. Must include a reflection on the changes you could make to improve the results.

12. Summary

Information to include on the Pre and Post Tests

1. grade level
2. age
3. gender
4. ethnicity

Individual Counseling Case Study Presentation *Format*

Instructions

You will write two case studies: one each semester. For your case study, you will focus on one that addresses a **career issue** and one that addresses a **personal/social issue** with each issue being directly related or linked to the *student's academic development and/or success*. The following information will be submitted in writing using the template in LiveText and must be uploaded on the due date.

*Please note that the career case study must include a **career transition plan** for the student.*

1. Session Plan
2. Career Transition Plan (if applicable)
3. Pretest information and Results
4. Identifying Data
 - a. age
 - b. grade
 - c. gender
5. Presenting Problem (including who referred the child)
6. Relevant History
 - a. family/friends
 - b. school/academic (including grades)
 - c. assessment/testing
 - d. summary of previous counseling (if applicable)
7. Sources of Support
8. Student's Strengths
9. Brief Summary of the Interventions Utilized including the steps taken using an appropriate counseling theory (Reality, Solution Focus Brief, Adlerian, etc)
 - a. issues worked on
 - b. goals for the session(s)
 - c. whether goals were achieved
 - d. goals for next session
10. Post- test Results
11. Questions you have about the case (minimum of three questions)
12. Personal thoughts, feelings you have about the experience (about yourself as a counselor, student, presenting issue, etc.)
13. Feedback from class

Note

All students will provide feedback on the case.

The case study **MUST** be *uploaded in to LiveText* prior to your class presentation.

Information to include on the Pre and Post Tests

1. grade level
2. age
3. gender
4. ethnicity

Career Transition Plan *Format*

- I. Student Name (fictitious), gender, age, ethnicity
- II. Grade level
- III. School Name
- IV. History of academic counseling (include any assessment taken along with the results, a brief history of academic performance up to date).

- V. History of career counseling (include any assessment taken along with the results).
- VI. Identify the career development competencies as stated in the ASCA National Model that the student is expected to accomplish (identify at least three).

- VII. List or have student list the current career goals and interests.

- VIII. List or have student list the academic subjects they will need to realize their career goal/s, when were they taken or will be taken and the grade obtained.

- IX. Give a description of the counseling activity done during the session/s. You **MUST** use GACollege411 as one of your interventions.

- X. Include any and all writing assignments done relating to career interest/goals (ex. Essay, job letter, resume, college application letter, etc.).

- XI. Include student's immediate and future plans (ex. This week, next year, in 3 years, in 5 years, in 10 years). These plans should include postsecondary tasks to accomplish (such as college application, job application, resume, scholarship application, exams, etc.)

- XII. Summarize the experience by including the school counselor's (intern) perception of the career counseling session/s and of the student's progress (include academics as well) towards achieving the career goals.