

MERCER UNIVERSITY

PENFIELD COLLEGE Department of Counseling and Human Science Atlanta Campus

Course Title:	COUN 640: School Counseling Field Experience
Instructor:	Dr. Karen D. Rowland
Office Hours:	<i>Monday 11 – 1PM, Tuesday and Wednesday 11 – 3PM by appointment only</i>
E-mail address:	rowland_kd@mercer.edu
Office Phone:	678-547-6049
Class Meeting Time:	SPRING 2017: Tuesday 3:00 – 4:30 PM
Course Website:	http://drkdr counselingcourses.weebly.com/

Course Description:

The School Counseling Field Experience is a **two-semester 600 hour** supervised experience in three school settings (P-5, 6-8, 9-12). The Professional School Counselor Intern will perform duties and assume roles appropriate to each grade level of school counseling under close supervision by an experienced Professional School Counselor and a faculty supervisor. **Course 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, COUN 639.

School Counseling Program Outcomes

The goals for the School Counseling Program are correlated to the Georgia Standards for School Counseling and the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the American School Counselor Association (ASCA) National Standards for School Counselors, and the Council for the Accreditation Educator Preparation (CAEP).

In addition to the required core curricular experiences, the graduate of the School Counseling Program will be able to:

1. Demonstrate the knowledge and skills associated with the foundations of school counseling, including the history, philosophy, and current trends in school counseling and educational systems;
2. Demonstrate an understanding of the coordination of counseling program components as they relate to the total school community;
3. Use strategies that help promote, develop, and enhance effective teamwork within the school and the larger community;
4. Use theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students;

5. Work individually in groups and in the classroom with students in developing appropriate ways to facilitate growth in the areas of academic achievement, personal/social growth, and career development for all students;
6. Demonstrate understanding of the concepts of the ASCA National Model and the ASCA National Standards for School Counseling Programs by being able to develop and administer a comprehensive developmental School Counseling Program;
7. Understand the concepts inherent in various testing programs, use test results to make data based decisions concerning student programs of study, and be able to interpret test results to students, parents, and community members;
8. Assess the effectiveness of the school counseling program using data obtained by examining student outcomes;
9. Conduct and facilitate local research and evaluation efforts.

Student Learning Outcomes:

Note: In addition to the common core curricular experiences outlined in CACREP Section II.K (2001 Standards), the following curricular experiences and demonstrated knowledge and skills are required of all students in the School Counseling Program.

The professional school counselor student will:

Outcomes	CACREP Standard	CAEP Standard	Assessment
1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	B.1	1.1 1.2	1. Site Supervisor Evaluation
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	B.2	1.3 1.4	2. Instructor Evaluation
3. Demonstrates the ability to use procedures for assessing and managing suicide risk.	D.4	1.5 2.1	
4. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	D.5	2.2 2.3 4.3	
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.	N.5	4.4	
6. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.	E.2	1.1 1.2 1.3	1. Counseling Activity (<i>case study/individual counseling, small group counseling, and/or classroom guidance</i>)
7. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	E.3	1.4 1.5 3.4	
8. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	H.1	4.1 4.2	
9. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	H.2		2. MEASURE
10. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	H.3		
11. Makes appropriate referrals to school and/or community resources.	H.4		
12. Assesses barriers that impede students' academic, career, and personal/social development.	H.5		
13. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.	J.2		

14. Analyzes and uses data to enhance school counseling programs.	J.3		
15. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.	K.2		
16. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.	L.2		
17. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	L.3		
18. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	N.3		
19. Uses peer helping strategies in the school counseling program.	N.4		

Recommended 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).
- 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., & Tift-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
PENFIELD COLLEGE**

*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: Interns are required to work for 600 total hours in internship settings approved by the departmental field experience coordinator. The on-site supervisor will complete evaluations of the student during the mid-semester and final week of the semester.

Internship Log: Interns will complete a log based on their individual internship experience. It is important that you update your 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.

Classroom Guidance Activity: Interns will complete a minimum of **ten (10)** 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 one detailed plan to LiveText before the last day of class.**

Small Group Counseling Session: Interns will complete a minimum of **five (5)** small groups counseling (a minimum of 3 activity sessions per small group), for the semester and will present 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 one detailed plan to LiveText before the last day of class.**

Case Study: Interns 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 15 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 your detailed Case Study plan to LiveText before the last day of class.**

M.E.A.S.U.R.E.: *THIS IS A YEAR-LONG PROJECT ASSIGNMENT.*

Interns will construct an intervention plan for the school in which you are placed. Under the direction of the site supervisor, you will identify a particular issue related to the school improvement goals and **design, implement, and evaluate** an intervention then present it in class (*during your 2nd semester internship*) to demonstrate competence. *See MEASURE outline format. Please note that this is the only assignment that is submitted or handed in directly to your instructor BEFORE the last day of class.*

Journal: Interns will complete journal entries that summarize the activities and experiences at their internship site. 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.

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*, interns 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**, where applicable. **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 **Satisfactory (S)** or **Unsatisfactory (U)** will be earned based on fulfillment of all course requirements

Grading scale:

S 80-100% good to mastery of the content/concepts

U <80%

Assignment Evaluation

Grading Scale	
Instructor Evaluation (<i>includes journal</i>)	10%
Individual Counseling	15%
MEASURE	20%
Classroom Guidance	15%
Group Activity	15%
Internship Log	5%
Student Evaluation by Site Supervisor	20%
<hr/>	
Total	100%

- An “S” signifies a clear, solid, 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 to very good work.**
- The “U” 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.

Academic Integrity

Mercer University strives to be a Community of Respect that includes respect for academic integrity. Students operate under an honor system and will exhibit the values of honesty, trustworthiness, and fairness regarding all academic matters. Students, faculty, and staff are expected to report any violations in the forms of, but not limited to, cheating, plagiarism, and academic dishonesty to the honor council appropriate for their campus and program. Procedures related to Honor Systems and Academic Integrity are outlined in the specific handbooks for each campus and can be found on the Provost website at <http://provost.mercer.edu/handbooks>.

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.

Mercer University ACCESS and Accommodation for Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973 (504) and the Americans with Disabilities Act Amendments Act of 2009 (ADAAA), “otherwise qualified” students with disabilities are protected from discrimination and may be entitled to “reasonable accommodations” intended to ensure equal access to all courses, programs and services without a change of curriculum. Examples of accommodations include: testing accommodations, providing alternative format textbooks and tests, notetaking support, and modifications of policies or procedures. Equal Access may require moving a class or event to a physically accessible room, making websites accessible to screen readers, providing sign language interpreters and captioning videos. All students requesting to be recognized as a student with a disability or requiring accommodations must first self-identify by registering with the designated ACCESS Coordinator for their campus or program by providing appropriate medical

documentation that supports the need for the requested accommodations.

Students requiring accommodations or modifications 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 ACCESS and Accommodation Office to document your disability, determine eligibility for accommodations under the ADA/AA/Section 504 and to request a Faculty Accommodation Form. Disability accommodations or status will not be indicated on academic transcripts. 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 ACCESS Coordinator. A new form must be requested each semester. Students with a history of a disability perceived as having a disability or with a current disability who do not wish to use academic accommodations are also strongly encouraged to register with the ACCESS and Accommodation Office and request a Faculty Accommodation Form each semester. For further information, please contact Richard Stilley (stilley_r@mercer.edu), at (678) 547-6823 or visit the ACCESS and Accommodation Office website at <http://atlstuaffairs.mercer.edu/disability-services.cfm>.

Community of Respect

Mercer University strives to be a *Community of Respect* where everyone is held in mutual high regard. Because every human being is created in the image of God, each person deserves to be treated with respect and civility. Standards of conduct are based on the values of mutual respect:

Respect for Academic Integrity

We value the worth of every individual in the community and we respect the dignity of each member in the community. We take responsibility for the consideration of the rights of others.

Respect for the University Community

We value showing respect for the rights and property of others. We take responsibility to act to maintain University property.

Respect for Community Authority

We acknowledge and value our privileges and rights as members of the University community. We take responsibility for acting to uphold community standards.

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.

Student Academic Grievance

Policy

Students have the right to bring grievances against a faculty member or an administrator concerning academic matters. Such matters may include, but are not limited to failure to abide by requirements described in the course syllabus, arbitrary awarding of grades, discrimination based on age, gender, religion, race, marital status, national origin, or disability.

Time Frame

For grievances of any kind, students are required to initiate appeals with the appropriate faculty member no later than 30 days from the completion of the term in which the course was offered. Appeals received after this period will not be honored.

Informal Resolution Procedure

Student grievance procedures encourage each student to handle complaints as close to the source as possible. If a student has a complaint against a faculty member, the student should first attempt to resolve the complaint by an informal meeting with the faculty member involved. If this is not satisfactory, or if the student believes that he or she cannot discuss the complaint with the instructor, the student may follow the Formal Resolution Process.

Formal Resolution Procedure

The following protocol should be followed:

1. The student should meet with the appropriate department chair or program director after submitting to this person a formal written account of the grievance. This narrative must be submitted no later than 30 days from the date on which the student was formally notified of the instructor's decision.
2. If the grievance is not satisfactorily resolved by the department chair or program director, the student should meet with the associate dean after submitting to the associate dean a formal written account of the grievance. This narrative must be submitted no later than 30 days from the date on which the student was formally notified of the department chair's or program director's decision.
3. If the grievance is not satisfactorily resolved by the associate dean, the student should meet with the provost after submitting to the provost a formal written account of the grievance. This narrative must be submitted no later than 30 days from the date on which the student was formally notified of the associate dean's decision.

If the student has a complaint against a dean, he or she should schedule an appointment with that dean in an attempt to resolve the matter. If the matter is not resolved or if the student believes that he or she cannot discuss the complaint with that dean, the student may appeal to the provost. In all grievance procedures, the decision of the provost is final.

Student Nonacademic Grievance

Policy

Mercer University recognizes the importance of providing an efficient procedure for a timely and fair resolution of a nonacademic grievance. Students are encouraged to use the process to resolve allegations concerning (1) a University employee, (2) administrative policies or procedures, and/or (3) a University program, service, or activity.

Informal Resolution Procedure

Many grievances can get resolved via informal personal meetings, phone calls, or e-mails directly with the employee or office responsible for the grievance. Whenever possible, students

are encouraged to exercise these avenues of communication first. However, should these avenues not rectify the grievance, or the student wishes to bypass the informal resolution process, then the formal grievance process below should be implemented.

Formal Resolution Procedure

When a student wishes to file a formal complaint that is nonacademic in nature and does not pertain to student conduct, he or she should follow this procedure:

1. The student should submit the complaint in writing to the University employee responsible for the action or event that forms the basis of the grievance. This statement should contain a brief statement of the grievance and the remedies sought. A copy of the statement must also be presented to the employee's supervisor and the Associate Vice President of Human Resources. The complaint should be submitted to the employee within ten (10) days of the action or event that forms the basis of the grievance.
2. The employee respondent will meet with the student along with their supervisor or the Associate Vice President of Human Resources to discuss the complaint within ten (10) days of receipt of the written grievance. The employee respondent will reply in writing to the student with the results of the discussion at the meeting and plans for further action, if any, within ten (10) days of the meeting. A copy of this reply will be provided to the Associate Vice President of Human Resources.
3. If a student is not satisfied with the results of the discussion and/or with the reply and wants the grievance to be considered further, the student may appeal in writing to the employee respondent's supervisor. A copy of this appeal must be sent to the Associate Vice President of Human Resources. This appeal to the supervisor must begin within ten (10) days after the student receives the written reply from the employee responsible for the action or event that forms the basis of the grievance. A written reply indicating the results of the appeal including further action, if any, to be taken will be sent to the student by the employee's supervisor within ten (10) days of the meeting between the student and the employee's supervisor. A copy of this response will be sent to the Associate Vice President for Human Resources.
4. If the student is not satisfied with the results of the appeal to the supervisor and wants the grievance to be considered further, the student will have an opportunity for further appeal as follows:
 - a) In the case of complaints concerning employees, policies, procedures, or programs of a nonacademic nature *within a specific school or college*, the student may appeal to the Dean with responsibility for the employee's unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee's supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Dean indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. A copy of the appeal and the response from the Dean must be provided to the Associate Vice President of Human Resources. If the student is not satisfied with the decision of the Dean, the student may appeal in writing to the Provost with responsibility for the school or college and request a meeting. The appeal

must begin within ten (10) days of the date the Dean has completed consideration of the grievance and responded in writing to the student. A written reply by the Provost indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Provost with responsibility for the employee's unit will be the final University decision on the grievance. A copy of the appeal to the Provost and the Provost response will be copied to the Associate Vice President of Human Resources.

- b) In the case of complaints concerning employees, policies, procedures, or programs of a nonacademic nature *outside of the administrative organization of a specific school or college*, the student may appeal to the Vice President with responsibility for the employee's unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee's supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Vice President indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Vice President with responsibility for the employee's unit will be the final University decision on the grievance. A copy of the complaint to the Vice President and their response will be submitted to the Associate Vice President of Human Resources. The dean of students or student affairs designee on each campus serves as a resource for students seeking assistance with grievance procedures.

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

Georgia School Counselor

GSCA Journal

Journal of Counseling and Development

The Career Development Quarterly

The Journal of Multicultural Counseling and Development

Abbreviated Bibliography

American School Counselor Association (n.d.). School counselors: Partners in student achievement. Retrieved November 26, 2005, from <http://www.schoolcounselor.org/files/partners%20in%20achievement.ppt>.

Baker, S.B. (2001). Reflections on forty years in the school counseling profession: Is the glass half full or half empty? *Professional School Counseling*, 5, 75-83.

Campbell, C. & Dahir, R.D. (1997). *Sharing the Vision: The National Standards for School Counseling Programs*. Alexandria, VA: American School Counselor Association.

Dahir, C.A. (2000). Principals as partners in school counseling. *The ASCA Counselor*, 38(2), p. 13.

DeVoss, J.A. & Andrews, M.F. (2006). *School Counselors as Educational Leaders*. Lahaska Press: Boston, MA.

- Gysbers, N.C. & Henderson, P. (2001). Comprehensive guidance and counseling programs: A rich history and a bright future. *Professional School Counseling, 4*, 246-256.
- House, R.M. & Hayes, R.L. (2002). School counselor: Becoming key players in school reform. *Professional School Counseling, 5*, 249-256.
- Litrell, J.M. & Peterson, J.S. (2005). *Portrait and Model of a School Counselor*. Lahaska Press: Boston, MA.
- Paisley, P.O. & McMahon, H.G. (2001). School counseling for the 21st century: Challenges and opportunities, *Professional School Counseling, 5*, 106-115.
- Pederson, P.B. & Carey, J.B. (2003). *Multicultural Counseling in Schools: A Practical Handbook* (2nd ed). Allyn & Bacon: Boston, MA.
- Pérusse R. & Goodnough, G.E. (2001). A comparison of existing school counselor program content with the education trust initiatives. *Counselor Education and Supervision, 41*, 100-110.
- Pérusse, R. & Goodnough, G.E. (2004). *Leadership, Advocacy, and Direct Service Strategies for Professional School Counselors*. Cengage: Upper Saddle River, NJ.
- Pérusse, R., Goodnough, G.E., & Donegan, J., Jones, C. (2004). Perceptions of school counselors and school principals for school counseling programs and the transforming school counseling initiative. *Professional School Counseling, 3*, 152-161.
- Schwallie-Giddis, P., ter Maat, M., & Pak, M. (2003). Initiating leadership by introducing and implementing the ASCA national model. *Professional School Counseling, 6*, 170-173.
- Studer, J.R. (2005). *The Professional School Counselor: An Advocate for Students*. Cengage: Upper Saddle River, NJ.
- Whiston, S.C. & Sexton, T. L. (1998). A review of school counseling outcome research: Implications for practice. *Journal of Counseling and Development, 76*, 412-426.

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

- ❖ **In addition to submitting your MEASURE assignment to your course instructor for grading purposes, you MUST also submit an electronic copy to Dr. Rowland BEFORE the last day of class.**

TENTATIVE CLASS SCHEDULE

<u>Date</u>	<u>Assignment</u>	<u>Activity</u>
1/10	All	Review Course Assignment, sites and site supervisors.
1/17	All	Group Supervision
1/24	All	Group Supervision
1/31		Peer Supervision (of counseling activity)
2/7		Peer Supervision (of counseling activity)
2/14		Peer Supervision (of counseling activity)
2/21		Peer Supervision (of counseling activity)
2/28		Peer Supervision (of counseling activity)
3/7		<i>SPRING BREAK</i>
3/10		<i>LAST DAY TO APPLY FOR AUGUST GRADUATION!</i>
3/14		Peer Supervision (of counseling activity)
3/21		Peer Supervision (of counseling activity)
3/28		Peer Supervision (of counseling activity)
4/4		Peer Supervision (of counseling activity)
4/11		Peer Supervision (of counseling activity)
4/18		Peer Supervision (of counseling activity)
4/25		Peer Supervision (of counseling activity)
5/2	All	<i>ALL ASSIGNMENTS DUE ON LIVETEXT</i>

Note: This syllabus is a guide that may be amended as needed: the schedule.

Class (Supervision) format:

1. Listening/viewing counseling *audio/videotape, lesson plan, or MEASURE presentation* (15 minutes per student) – 2 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 Internship 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: _____
6. Lesson Plan Topic: _____ Date: _____
7. Lesson Plan Topic: _____ Date: _____
8. Lesson Plan Topic: _____ Date: _____
9. Lesson Plan Topic: _____ Date: _____
10. Lesson Plan Topic: _____ Date: _____

II. Small Group Counseling Activity

1. Group Session Topic: _____ Date: _____
2. Group Session Topic: _____ Date: _____
3. Group Session Topic: _____ Date: _____
4. Group Session Topic: _____ Date: _____
5. 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: _____

IV. M.E.A.S.U.R.E.

1. Topic: _____ Date Completed: _____

Classroom Guidance/Small Group Counseling Activity *Format*

1. Name of Activity
2. Goal/Purpose of the Activity – use ASCA Students Mindsets & Behaviors
3. School Counselor Competencies – use ASCA School Counselor competencies
4. Student Learning Outcomes – use SMART Goals – address one in each of the following:
 - a. Cognitive Domain
 - b. Affective Domain
 - c. Psychomotor-Behavioral Domain
5. Developmental/Grade Level
6. Integration Suggestion (how can you *integrate* the activity into the classroom academic curriculum)
7. Inclusion/Diversity/Advocacy (how did you give attention to students with special needs?)
8. Development Learning Activity (identify the diversity/advocacy and inclusion issues)
 - a. Introduction
 - b. Activity
 - c. Conclusion
9. Evaluation (demonstrate the goals/objectives stated above)
10. Resources Needed (include a copy of any materials needed)
11. Pre/Post Test used (should address the learning objectives stated above)
12. Time Needed
13. 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 | 3. gender |
| 2. age | 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 GAFutures (<https://www.gafutures.org/>) 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.

M.E.A.S.U.R.E. Plan Format

Using the M.E.A.S.U.R.E. concept, each intern will construct an intervention plan for the school in which you are placed (if at two sites, please choose one). Under the direction of the site supervisor, you will identify a particular issue related to the school improvement goals and **design, implement, and evaluate** an intervention then present it in class to demonstrate competence. The following information will be submitted in writing using the template in LiveText and must be uploaded on the due date

PART I – Semester I Internship

Step I

M – Mission

- *Connect your plan to the school's mission.*

Step II

E – Element

- *Examine the school data and determine what critical data element you want to impact. What is the baseline data, and where do you hope to move it (i.e., your goal)?*

Step III

A – Analyze

- *Conduct an analysis of the school data by aggregating and disaggregating the data (by grade level, gender, ethnicity, SES, etc.). Use raw scores, percentages, graphs, charts, etc.*

Step IV

S – U – Stakeholders-Unite

- *Identify who are the stakeholders that will help you address the movement of critical element you proposed in Step II. (e.g., teachers, parents, students, administrator, community partners, etc.).*

PART II – Semester II Internship

After this step and before the next step, you will design and implement your intervention based on Steps I – IV.

Step V

R – Results

- *After implementing your intervention examine the results and restate your baseline data. State where your data are now and whether you met your goal or not. **You must use graphs, charts, etc. to show your results.***

Step VI

E – Educate

- *State how your intervention and results have contributed to the school's mission and to systemic change in your school.*

- I. Review the school improvement goals and examine *the achievement data, attendance information, behavior referrals, number of suspensions, promotion rates, graduation rates, postsecondary attending, standardized test results*, etc. You also need to examine demographic information relevant to the school (number of children, gender, race, number of teachers, etc.) and information about the community that the school students live in.
- II. Your intervention **MUST** address student academic success, social/emotional development, and/or career preparedness. The intervention will include:
 - a. A rationale for the counseling program
 - b. Pretest and posttest
 - c. A detailed description of the guidance unit or small group lesson activities program (include at least 4 sessions).
- III. Implement your intervention by first administering the pretest followed by the counseling program then ending with the posttest.
- IV. Analyze the results of the pre and post tests and report on differences noted in the comparison of the pre and post tests. Your results **SHOULD** address student academic success, social/emotional development, and/or career preparedness (ex., improvement in students spelling test scores, decrease in students suspensions/behavioral referrals/absenteeism, increase in students with specific postsecondary plans, etc.). You might also want to report on the results by examining gender, ethnicity, and SES in order to demonstrate that your program was successful for **all** students.

Report your results in written form (in an APA writing style paper), along with tables, graphs and charts to complement your written analysis.

Please prepare a 20 - 25 minutes presentation of this MEASURE to present in class on the assigned date during your semester II internship.

Note:

For SES you may use whether the student is on reduced or free lunch.

Information to include on the Pre and Post Tests

5. grade level
6. age
7. gender
8. ethnicity
9. school name

Audio/Video Tape Supervision *Format*

1. Problem Identification

The intern serving as the counselor-in-training will come to class prepared with an audio/video tape for listening/viewing with a specific case or issue to share and discuss for feedback from the class.

2. Problem Clarification

After listening or viewing the tape classmates and faculty supervisor will ask questions for clarification related to the case or the issue presented.

3. Feedback

The faculty supervisor who serves as the facilitator will ask each class member to offer feedback (both positive and corrective) related to the case or issue presented and to the counselor-in-training. ALL class members will be required to provide feedback and the intern will listen to or write down the feedback given without speaking until all feedback is given.

4. Counselor-in-Training Feedback

The intern will respond to the feedback given by each member in the class as the others listen.

5. Faculty Supervisor Feedback

The class instructor serving as the faculty supervisor will provide the final feedback first to the counselor-in-training and then to the class members from a clinical perspective. ***This is the ONLY portion of the supervision that is or may be a dialogue. – Discrimination (Supervision) Model.***