

COURSE SYLLABUS



COUN 585 – School Counseling Clinical Practicum II

3 Semester Credits

Term/Year

Meeting Day/Time: _____

Professor:

Email:

Office Phone:

Physical Office:

Virtual Office:

Office Hours: Available on the following days and times:

[Insert Days]	[Insert Times]

Calendly Link: Students should use the following Calendly link to schedule appointments:
<https://calendly.com/>

VIRTUAL CLASSROOM LOCATION:

I. COURSE DESCRIPTION:

This course consists of supervised field experience in PreK-12 school settings. A total of 100 clock hours (50 clock hours per semester hour) of direct observation, consultation in the clinical area, and practice of counseling skills is required. The student must attend a weekly hour-long individual supervision session with an on-site supervisor and also a weekly 1.5 hour group supervision session. Video-recording of one counseling session is essential. Applications for Fall Practicum II experiences must be submitted for approval by April 15 of the previous school year. Applications for Winter Practicum II experience must be submitted for approval by October 15. Students must remain registered in 1 hour of Practicum II until they have completed all the requirements, regardless of whether or not they have registered for the number of credits required for graduation. The student must register for this credit each semester until the course requirements are met and a grade has been issued.

II. REQUIRED READING:

Knapp, S. E., & Jongsma, A. E. (2002). *The School Counseling and Social Work Treatment Planner*. Hoboken, NJ: Wiley.

Southern Adventist University (2020). *School Counseling Field Experience Manual*. (rev. ed.) Collegedale, TN: Author

III. SUPPLEMENTAL MATERIALS:

1. Selected books and articles:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington DC: Author. (Strongly suggested)

Morrison, J., & Anders, T. F. (2001). *Interviewing children and adolescents: Skills and strategies for effective DSM-IV Diagnosis*. New York: Guilford.

Christophersen, E. R. & Vanscoyoc, S. M. (2013). *Treatments that work with children*. Washington, DC: American Psychological Association.

2. Selected Relevant Websites:

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

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

American Academy of Child and Adolescent Psychiatry: <http://www.aacap.org/>

American Association of Christian Counselors: <http://www.aacc.net/>

American Psychiatric Association: <http://www.psych.org/>

IV. TECHNOLOGY REQUIREMENTS

Class meetings for this course will occur synchronously via Zoom. Therefore, students will need to have internet service at their location. They will also need to be equipped with a webcam and microphone, so that class experience can be productive and enjoyable. Due to the sensitive content of supervision, end-to-end encryption will be used during all sessions to protect confidentiality.

V. ACADEMIC SUPPORT

The following resources are available to students in need of academic support:

eClass Help Desk: Email eclasshelp@southern.edu or call 423-236-2086.

Information Technology: Go to IT Workstation Support Desk in Wright Hall, call 423-236-2712, or email it-helpdesk@southern.edu.

McKee Research & Writing Center: Call to make an appointment at [McKee Library](#): 423-236-2384, or email Sonja Fordham, Director of the Writing Center at the McKee Library at sfordham@southern.edu.

VI. BIBLICAL FOUNDATION OF THE COURSE

This course will be guided by a central concept taken from 2 Timothy 3:16.

“All Scripture is inspired by God and profitable for teaching, for reproof, for correction, for training in righteousness, so that the man of God may be adequate, equipped for every good work.”

During this semester, under the supervision of a licensed school counselor, students will have the opportunity to practice most of the common duties of today’s school counselor in the school they have been placed. They will benefit from sharing the highs and lows of their week’s experiences with their classmates during weekly group supervision sessions. Students will also gain from the guidance and class discussions led by the professor.

VII. KNOWLEDGE AND SKILL OUTCOMES

1. Understand essential interviewing, counseling, and case conceptualization skills. [CACREP 2.F.5.g]*
2. Understand techniques of personal/social counseling in school settings. [CACREP5.G.3.f]
3. Identify various forms of needs assessments for academic, career, and personal/social development. [TNSC 7]
4. Demonstrate ability to apply and adhere to ethical and legal standards in school counseling. [TNSC 9]
5. Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. [TNSC 2]
6. Provide individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
7. Demonstrate ability to recognize own limitations as a school counselor and to seek supervision or refer clients when appropriate.
8. Demonstrate multicultural competencies in relation to diversity
9. Consult with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. [TNSC 10, 12]

10. Understand the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crisis, disasters, and other trauma-causing events.

*Bracketed codes identify the 2016 CACREP standards and the Tennessee School Counseling Standards addressed by the outcome.

VIII. HOW THE COURSE WORKS

A. Policies and Procedures

1. Disclaimer

The professor reserves the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified if/when any changes are made.

2. Disabilities and Accommodations

- a. In keeping with the University's policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge (*i.e. physical, learning, psychological, ADHD or other type*), you are strongly encouraged to contact Disability Support Services (DSS) at 423-236-2544 or stop by Lynn Wood Hall, Room 1082. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website [here](#).
- b. ONLINE COURSES: Students taking online courses from off-campus locations may also contact the DSS through email at dss@southern.edu.

3. Academic Honesty

- a. Faculty Responsibilities:
 - i. Professors must clearly explain the requirements for assignments, examinations, and projects, such as "open book," "take home," or "peer collaboration."
 - ii. Professors may assume "no collaboration" is the rule unless they state otherwise.
- b. Student Responsibilities:
 - i. Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise, students might innocently misrepresent others' material as their own.
 - ii. Procedures for citing sources must follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should confer with their

professor and make every effort to become familiar with the current *Publication Manual of the American Psychological Association*.

- iii. Students are to assume that all course work is “no collaboration” unless stated otherwise by the professor.
- iv. The professor may require students to submit papers through Turnitin, an originality checker application, and/or submit students’ work to Turnitin once they have completed it.

c. TurnItIn:

Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted. While the use of Turnitin may not be initially required on all assignments, professors at Southern may submit students’ work to Turnitin or require that they do so.

4. Profile Picture Policy

- a. All students enrolled in an online class at Southern Adventist University must upload a profile picture (instructions here) of themselves to the learning management system (LMS) used by Southern: eClass. For on-campus students, this picture is linked to the picture on their Southern ID card. The purpose of this is so that students and professors can better connect with the individual they will be working with over the course of the semester. Students who do not comply may not be able to register for future online courses. Students must keep in mind when uploading their profile picture, that it must meet the following guidelines:
 - i. The photo should be a full-face likeness, similar to a passport photo or driver’s license photo. No variations permitted.
 - ii. Attire worn in the photo should adhere to the Southern Adventist University dress code.
 - iii. The photo should show *only* you; there should be no distractions such as additional people or pets in the photo.

5. Student Authentication (distance education students only)

- a. The Higher Education Opportunity Act of 2008 [viewable [here](#); see p. 3325] requires Southern Adventist University to authenticate the identity of all students who enroll in distance education courses offered by the university. Southern requires students enrolled in an online course or program to authenticate their identity at the time of initial registration in their first semester at Southern in order to ensure that a student who is enrolled is the same student who completes and submits work and assignments in that course or program. This process helps protect the integrity of the education provided by Southern Adventist University.

- b. Students should authenticate their identity by using **ONE** of the following options:
 - i. Authenticate in person at Southern Adventist University.
 - ii. Authenticate online with a secure identity verification partner chosen by Southern Adventist University.
- c. Students who do not authenticate their identity during their first semester in which they are enrolled in online classes will receive an incomplete in these course(s). If they do not complete their authentication by the end of the following semester, their final grade will automatically convert into an F. The student will not be allowed to register for further online classes until the authentication process is completed. In addition, non-compliance with the authentication policy may make the student subject to discipline according to the Procedures for Handling Academic Dishonesty in the Southern Adventist University Undergraduate or Graduate Catalog.

6. Add/Drop Policy

- a. *Dropping a class* and completing all parts of the process to ensure that a class is dropped is the student's responsibility. Failure to comply with this procedure may result in a failing grade for the course.
- b. *A grade of Incomplete (I)* will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered. According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an "F." It is the student's responsibility to make arrangements with the professor to complete the course on time.
- c. *Tuition Refund:* A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult the Graduate Handbook for the semester dates by which you must drop a class in order to receive a tuition refund. Prior to the deadline date, students not completing the course for any reason are required to complete the requirements for dropping the course.

7. Transcripts

- a. It is the students' responsibility to request a transcript to be sent to their parent institution and/or their Seventh-day Adventist union registrar if needed. Students may access more information about this at <http://www.southern.edu/administration/records/transcripts.html>

8. Background Check

All candidates participating in field experiences requiring interaction with children in schools must complete a Tennessee Bureau of Investigation (TBI) background check and affirm that

they are not registered sex offenders on the Tennessee Sex Offender Registry. Candidates should have completed this requirement as part of their COUN 579 – Clinical Practicum I. However, if for some reason, they have not done so, they will not be allowed to register for this course until this requirement is fulfilled. Legal declaration and waiver forms are available in the School of Education and Psychology Main Office.

9. Professional Conduct

a. Code of Ethics

Candidates are expected to act in a professional manner and abide by the ethical principles of the American Counseling Association (ACA) and the American School Counselor Association (ASCA). Onsite supervisors are expected to report to the faculty adviser any violation of these ethics codes via e-mail. Any proven violation of these ethics codes will set in motion the following steps:

- i. Onsite supervisor contacts faculty supervisor and explains what happened via email. Faculty supervisor responds by setting a meeting with onsite supervisor and candidate to discuss the matter.
- ii. After communicating thoroughly with the candidate and determining how serious the violation was, both supervisors will submit recommendations for academic discipline to the Counseling Programs Council. The situation could result in a final grade of 0% or F in this course, and it may cause the candidate's permanent dismissal from the Program.

b. Punctual Attendance at Practicum Sites

- i. Candidates are expected to be present at their Practicum sites during the hours for which they have been scheduled to work; be punctual for appointments with students, their families, school staff, supervisors, and other scheduled meetings; be prepared to submit all agency reports and records on time; and be respectful toward students, school staff, supervisors and any individual with whom they have contact.
- ii. In the event of a serious emergency that prevents candidate from being on time and/or present at the Practicum site when expected, candidate is required to make sure the site supervisor is informed about the situation as soon as candidate becomes aware of it.
- iii. This should be done by speaking with site supervisor by phone and following up with an e-mail. Phone text messages will be accepted only if printed copies of the messages are available. If messages are left with the school secretary, candidates are expected to request a confirmation of the received message in writing. Failure to fulfill this requirement will set in motion the following steps:
- iv. Onsite supervisor contacts faculty supervisor and explains what happened via e-mail.
- v. Faculty supervisor responds by setting a meeting with onsite supervisor and candidate to discuss the matter.

- vi. If it becomes clear that candidate could have informed onsite supervisor about the situation and failed to do so, 20% will be deducted from candidate's final grade in this course.
 - vii. If candidate repeats the situation for a second time, another 50% will be deducted from candidate's final grade in this course, resulting in a 0% or F.
- c. Dress Code
- i. It is important to dress professionally each day. Candidates must make a special effort for people to view them seriously and professionally. The professionals with whom the candidates work with during their field experiences will be the people providing important references later.
 - ii. Candidates should wear clothes that make them look mature and professional. They should notice what their colleagues at the school are wearing and dress similarly to their more formally dressed colleagues. Clothes should be clean and unwrinkled. Modest attire is expected. As such, women may want to wear a dress or either slacks or a skirt (knee length or below) with a sweater or jacket. Men may want to wear dress slacks, khakis, or a suit. Notice whether or not men in positions of leadership at the school are wearing ties, and choose accordingly. It is better to be a little more formal than casual in comparison to what others at the schools are wearing.
 - iii. Candidates should not wear revealing, low-cut, or overly tight shirts or short skirts.
 - iv. They should not dress in dirty or wrinkled clothes. Candidates should not wear jeans, shorts, sweat shirts, or sweat pants. They should not wear sneakers, flip-flops, hiking boots, or informal sandals. They should not wear hats or inappropriate head coverings.
 - v. When a school has dress-down Fridays, it is recommended that the candidate still dress professionally. Unlike the full-time permanent staff counselors, candidates have to demonstrate on a daily basis that they are at a professional level. Appropriate attire is a first step in conveying the right impression.
 - vi. In the event that candidate is noticed to be in violation of this dress code, the following steps should be taken:
 - vii. Onsite supervisor contacts faculty supervisor via e-mail and explains what has been observed.
 - viii. Faculty supervisor responds by setting a meeting with onsite supervisor and candidate to discuss the matter.
 - ix. If it becomes clear that candidate failed to observe the dress code as established, 20% will be deducted from candidate's final grade in this course.
 - x. If candidate repeats the situation, another 50% will be deducted from candidate's final grade in this course, resulting in a 0% or F.

10. Make-up or Late Work and Extra Credit

All assignments are due on the dates specified on the course calendar and must be submitted by the beginning of the group supervision period. Late work does not generate

credit. It is the candidate's responsibility to plan ahead and deliver a product in a professional manner. If, however, candidates are experiencing an unusual circumstance, the instructor must be contacted as soon as possible regarding the situation. If there is not an extenuating circumstance and an assignment is partially completed when it is due, candidates should submit the project "as-is" for partial credit. Note that there are no extra credit assignments in this course.

11. Familiarity with the School Setting and School Counseling Program

Candidates will need to become familiar with the school setting, policies, calendar, schedules, forms and procedures. Their onsite supervisors will probably be introducing them to the principal and teachers. Candidates will need to spend time getting to know the school as a social setting with the complexities of interactions that happen in that environment. In addition, they will need to become familiar with the counseling and guidance services office, acquire a good sense of what the school counseling supervisor does on a day-to-day basis, and begin to get an understanding of how the school counseling and guidance program is delivered.

12. Faculty Supervisor's Observations and Evaluation

This course's faculty supervisor will visit, observe, and evaluate candidates at partnership schools at certain times during the semester. Candidates and their faculty supervisor are responsible for agreeing on a date and time when the observations will be most beneficial. Candidates' progress at the school may also be followed by telephone conferences between their faculty supervisor and the onsite school supervisor.

13. Completion of Direct and Indirect Contact Hours

Each candidate is expected to follow the procedures delineated in the School Counseling Field Experience Manual in order to secure partnership schools (elementary, middle, and high school) where supervised Practicum hours will be completed. Partnership schools are mutually chosen by Southern Adventist University and the Hamilton County Department of Education or other local schools to ensure that candidates have the opportunity to work with diverse student populations and to complete the requirements for this course. Candidates will not be allowed to enroll in COUN 586 – Clinical Internship: SC if they have not completed the 100 hours of Practicum required in this course. The total Practicum experience (2 academic credits) requires 100 hours of supervised work including 40 clock hours of direct contact with students and their parents or guardians. (See School Counseling Field Experience Manual).

14. Enrollment and Completion of Total Number of Hours

Students must be registered for at least 1 academic credit of COUN 585 Clinical Practicum during any semester in which they are collecting hours towards the 100-hour total required. If a student has registered for the two (2) academic credits required but has not completed

the 100 clock hours, they will need to register for 1 additional academic credit each semester until the 100 clock hours are complete.

15. Course Evaluation

Near the end of the semester, candidates will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. The online evaluation may be accessed at access.southern.edu. Candidates may log in using their SAU email login and password, and then select Course Evaluation from Course Tools. All comments and evaluations are completely anonymous and the results are made available to professors only after grades are submitted to the Records Office.

B. INSTRUCTIONAL STRATEGIES/METHODOLOGY

1. Methods of Instruction

The professor, who is also the faculty supervisor for this course, will use a variety of methods of instruction and supervision, including group discussions, demonstrations, experiential activities, readings, and evaluation of counseling video recordings and case reports.

2. Diversity Considerations

The school counseling practicum experience at Southern Adventist University is designed to ensure that counselor candidates have a high level of exposure to diverse populations. During the course of this semester, candidates will be required to complete direct and indirect hours of counseling and guidance services at schools offering instruction from Pre-K to 12 grade level. These have been chosen as partnership schools because, among other factors, their demographic data demonstrate a significant presence of diverse groups, and onsite supervisors will be assigning the candidates to specific tasks involving diverse students. In addition, during individual and group supervision, candidates will take a close look at how diversity issues are impacting their practicum experience, the developmental level where they find themselves in terms of diversity concerns, and the personal goals they want to achieve to improve their skills in working with diverse groups.

3. Incorporation of Technology

During this semester, counselor candidates will video record one of their counseling interventions with a student assigned to them for individual counseling. They will also need to review and analyze the recording, and present it at least once during group supervision for discussion with the faculty supervisor and peers. In addition, candidates will need to plan at least two guidance lessons and present them in an actual classroom during the last part of their Practicum experience. Their lesson presentations will have to include at least one form of technology in order to enhance communication and student learning. (See Course Requirements and Assessment section for more information).

4. Incorporation of Research

a. Candidates

Due to the nature of this course, candidates will spend the majority of their time engaged in practice-oriented, experiential learning, rather than in research-oriented activities.

b. Instructor

The instructor will incorporate counseling-related research to this course by using and infusing into class discussions and activities the professional literature resources listed below. Other research resources will be included as appropriate.

Barna, J. S., & Brott, P. E. (2011). Practitioner-focused research: How important is personal/social development to academic achievement? The elementary school counselor's perspective. *Professional School Counseling, 14*(3), 242-249.

Geltner, J. A., & Clark, M. A. (2005). Engaging students in classroom guidance: Management strategies for middle school counselors. *Professional School Counseling, 9*, 164-166.

Hatch, T. (2008). School counselor beliefs about ASCA national model school counseling program components using the SCPCS. *Professional School Counseling, 12*, 34-42.

Lizzio, A., Stokes, L., & Wilson, K. (2005). Approaches to learning in professional supervision: Supervisee perceptions of processes and outcome. *Studies in Continuing Education, 27*, 239-256.

Oberman, A. H., & Studer, J. R. (2008). The professional school counselor and performance standards: How is time spent? *Tennessee Counseling Association Journal, 1*, 36-50.

5. eClass

- a. The website for course access is eclass.e.southern.edu. Here students will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where students will access course grades. There are two ways that students can login to their online course. The course will appear as a link on their Southern Access account <https://access.southern.edu>. They can also put eclass.e.southern.edu into their browser and enter their username and password. If one method does not work, they may try the other method.

- b. *System Requirements:* For system requirements, students will need to visit this page: <https://www.southern.edu/academics/academic-sites/online-campus/successful.html>

6. Class Attendance/Presence

a. Attendance policy:

- i. On days and times designated in the Course Schedule, this course will include synchronous class meetings via Zoom. These meetings will include a worship thought, a time for teaching and discussion of course content, and a time for questions and clarification. Students must plan to attend these meetings. Regular attendance, punctuality, and participation are essential for success in this class. Therefore, they are required unless arrangements have been made **in advance** with the professor.

Generally speaking, professors will not excuse absences for reasons other than **illness, authorized school trips, or emergencies beyond the students' control**. If a student's absence does not fall into any of these three categories, the student should expect that the absence will not be excused, and attendance credit will not be given.

- ii. Students will be required to share their Zoom video and remain visible to their classmates and professor until class is over. Students' attire should be appropriate for a classroom environment, even if they are connecting to class through Zoom.
- iii. Students who feel ill are encouraged to contact the University Health Center or another health care provider as soon as possible. Students may be asked to present documentation from a health provider to be excused for repeated absences from class due to illness. Students must communicate with their professor **before any absence or within 24 hours** from missed class meetings.
- iv. If for some reason, justified or not, students cannot attend a synchronous class meeting, viewing of the recording of the session is required. The recording can be accessed through eClass.
- v. For the most part, other than on Sabbath, students should enter eClass **daily**. Please note that the professor checks logs of eClass to ensure that students are actively engaging with the course materials. If a student is inactive or misses several assignments without initiating any communication with the professor about the reasons, the student may be contacted.

7. Communication

- a. eClass Announcements
 - i. To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check the “News Forum” under the Course Resources within your eClass course. All eClass announcements posted to the class will be considered public class announcements

- b. Southern Email
 - i. To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to regularly check their southern.edu email account. Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within 24-48 hours, except on the weekend. Emails sent on Fridays after 12:00 p.m. will be answered on Mondays.

An important reminder: when a student needs to send an email, the email subject should reflect the purpose of that email. Additionally, as the professor teaches more than one course simultaneously, students should also include the course prefix and number in every email subject line. For instance, if a student has a problem while taking the Week 1 Quiz, the email subject could say something like "COUN 556, Week 1 Quiz."

C. GRADES AND FEEDBACK PLAN

1. Accessing your grades in eClass

- a. There are two places in eClass pertaining to grades. One place is the “Grades” link found in the navigation drawer on the very left side of the page. This section contains the overview of the grades you have received so far in the course. The list of items and the points received for each item are provided here.

- b. The other location is called the Open Grader, which can be found by clicking on the course gear icon located near the top right side of the course page. This section contains a detailed look at each assignment and forum item in the grade book. You can view the grading rubric as it was returned to you, along with any comments made in the rubric by the professor. You can also dialog with the professor about your grade. A list of all the posts you made in a graded discussion is also available in this location.

2. Providing Feedback to the Professor

- a. At any time during the semester, students may schedule appointments with the professor to discuss any questions or ideas they might have that could help them learn the material

better. An informal survey with feedback questions will also be collected at mid-point in the semester.

- b. Near the end of the semester, students will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. The online evaluation may be accessed at access.southern.edu. Students may log in using their SAU e-mail login and password, and then select Course Evaluation from Course Tools. All comments and evaluations are completely anonymous, and the results are made available to instructors only after grades are submitted to the Records Office. Completion of this evaluation will be scheduled during one of the last class sessions of the semester and will count as the class attendance points for that day.

3. Receiving Feedback from the Professor

Feedback from the professor will be facilitated through the grading of academic assignments and professional dispositions required in this course.

a) Professional Dispositions and Conduct

Homrich, A. M. & Henderson, K. L. (2018) stated that clinical counseling programs must evaluate their students, not just based on their academic knowledge and skills, but also on their “consistent demonstration of appropriate interpersonal, intrapersonal, and professional behavior expected of clinicians in the practice of their profession.”

The Graduate Studies in Professional Counseling (GSPC) program at Southern Adventist University prepares students to become professional practitioners in the mental health care field. Therefore, students enrolled in counseling courses are expected to always demonstrate professional dispositions and conduct. Towards that goal, students are evaluated every semester, based not only on their academic grades, but also on the professional dispositions and behavior that they model when relating to their professors, classmates, and others around them.

As part of the GSPC program evaluation of professional behavior, a percentage of this course’s final grade will reflect how the student demonstrated professional attitudes and behaviors in this course during the semester. The rubric, *Evaluation of Student Professional Dispositions in Semester Courses* will be used to calculate that portion of the final grade. This rubric is posted and available to students on eClass. Students will be able to see and discuss with the professor at the end of the semester the scores they obtained on this evaluation if they wish to do so.

D. COURSE REQUIREMENTS AND ASSESSMENT

1. Admission Forms (Forms A-1, A-2A)

These forms are found in the School Counseling Field Experience Manual which is available in print and electronically. The forms need to be filled out (paper copy) and signed during the first meeting with the supervisor at the school where candidates will be completing their Practicum hours. This first meeting must take place within the first week of this semester. The completed paper forms must be scanned and uploaded as attachments to the placement record in Anthology.

2. Mid-Point Forms (MP-1)

These forms are also found in the School Counseling Field Experience Manual which is available electronically and in print. MP-1 is to be completed weekly in Chalk&Wire by the site supervisor after the weekly at-least one hour site supervision session has been held.

3. Guidance Lessons Package

Candidates will need to plan at least two guidance lessons (2), upload the materials into the Chalk&Wire record, and present them during the last part of their Practicum experience. Their lesson presentation must include the following components:

- a. A brief, fun instrument measuring the knowledge that candidate's students have about the topic of the presentation. This instrument should be administered right before and after the presentation is made in order to determine how much students learned about the subject. Candidates should develop or use an instrument that is appropriate for the developmental level of the students they will have in the classroom. For example, for kindergarten students, candidates may use an instrument that requires coloring. For middle school students, they may use a short multiple-choice questionnaire.
- b. At least one form of technology in order to enhance communication and student learning. Examples of technology include use of video tapes/CDs/DVDs, high tech role-playing scenarios, PowerPoint presentations, multimedia projects, television monitors, opaque and transparent projectors, the global internet, etc.

4. Video recorded Counseling Session and Form MP-3

Candidates will be expected to video record one (1) counseling session provided for a student at their Practicum site. They will then need to come to group supervision prepared to present portions of their video on the assigned date. These portions should highlight positive as well as problematic areas. Presentations will need to be well-organized and thoughtfully planned before the meeting. Cases should be presented professionally, with confidentiality being carefully maintained. Video recordings not readily understood cannot receive credit. After their presentations, and before they leave the group supervision meeting, all video recordings will need to be permanently destroyed or deleted, in order to preserve confidentiality.

Before presenting their video recorded segments, candidates will be expected to complete Form MP-3 in Anthology and verbally share its contents with the group. A completed form may be printed as needed. The printed copy should be destroyed after the group supervision class session.

5. Assessment List

Candidates are expected to become familiar with the formal and informal assessment instruments, as well as various forms of needs assessment, administered by the school counseling and guidance program at the school where they complete their Practicum hours. A listing of such instruments as follows is to be submitted as directed by the professor:

- a. Description and purpose of the instrument
- b. Grade levels where the instrument is administered
- c. Validity and reliability of the instrument
- d. Ethical strategies for selecting, administering, and interpreting these assessment and evaluation instruments and techniques in the school setting
- e. The practical advantages and disadvantages to using each instrument, according to the school counseling onsite supervisor's experience

6. School Crisis Plan Report

During the Practicum experience, candidates will be expected to conduct an interview with the principal or school counselor at any of their placements and find out what kind of crisis plan they have in place for their school. A guide to conduct this interview is included in the School Counseling Field Experience Manual. A written summary of this interview will need to be submitted according to the course schedule.

7. Exit Forms (E-2, E-3)

These forms are completed by the candidate in Anthology (eClass link) close to the end of the placement. They are also presented in the School Counseling Field Experience Manual for reference.

8. Evaluation of Candidate's Clinical Practice (Form E-4) and Evaluation of Student's Personal and Professional Dispositions (Form E-5):

Each site supervisor will complete Evaluation of Candidate's Clinical Practice (Form E-4) and the faculty supervisor will complete the Counseling Program Dispositions Assessment (Form E-5), in Anthology at the end of the candidate's placement. Scores obtained on each of these forms will become part of the final grade for this course as indicated on section XIII-2 of this syllabus; the completed forms will also be reviewed by the Counseling Programs Council.

E. COURSE GRADING SYSTEM

1. Testing Methods

Given the practical nature of this course, quizzes, and major exams will not be administered. Evaluation will instead be conducted through participation in numerous

projects, direct counseling of students, written reports, presentations, and direct observations provided by supervisors, among others. For more specific information about testing methods for this course, please refer to the description of course requirements found elsewhere in this syllabus.

2. Grading Criteria

The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The *Expected Outcome* column indicates the specific desired outcomes (refer to this syllabus section *VII- Knowledge and Skill Outcomes*) being assessed by the given requirement.

COURSE REQUIREMENT	NUMBER OF POINTS	APPROX. PERCENTAGE	EXPECTED OUTCOME
Attendance and Participation	40	10	
Admission Forms (A-1, A-2A)	40	10	
Mid-point Forms (MP-1)	80	10	3, 4, 5
Exit Forms (E-2, E-3, and E-4)	40	20	3 - 8
Dispositions Form (-5)	40	10	2, 3
One (1) Video recorded Counseling Session & Form MP-3	40	10	4
Two (2) Guidance Lessons Package	40	10	4
Assessment List	40	5	2
School Crisis Plan Report	40	10	1
TOTAL	400	100	

3. Distribution of Scores

The following distribution of scores will serve as a guide in determining the final letter grades for this course:

Letter Grade	Point Range	Percentage Range
A	376 - 400	94 – 100%
A-	360 - 375	90 – 93%
B+	348 - 359	87 – 89%
B	336 - 347	84 – 86%
B-	320 - 335	80 – 83%
C+	308 - 319	77 – 79%
C	296 - 307	74 – 76%
C-	280 - 295	70 – 73%
D+	268 - 279	67 – 69%
D	256 - 267	64 – 66%
D-	240 - 255	60 – 63%
F	0 – 239	

4. Evaluation Feedback

Feedback on activities or projects will be provided in a timely manner, usually by the following class period. Although care is exercised when scoring and recording grades, candidates should keep all grade results after they are returned. If there is a discrepancy, having these materials will be useful for clearing it up. If candidates have questions regarding any item, an appointment may be made to speak with the instructor regarding the matter.

In addition to the course requirements used to evaluate students and assign final grades for this course, a formal progress review will be conducted for each counseling student at the end of every semester that the student is in the program. The Counseling Programs Council will evaluate students for evidence of the following competences:

- a. The acquisition of and ability to apply knowledge of clinical practices;
- b. The development of clinical skills and the ability to apply those skills appropriately in work with clients;
- c. Consistent demonstration of appropriate interpersonal, intrapersonal, and professional behavior expected of clinicians in the practice of their profession.

If the Counseling Programs Council recognized a student's challenge achieving a given competency, the next step will typically involve meeting with the student and initiating a period of formal remediation. The council will recommend the specific faculty members and clinical site supervisors, if necessary, who will meet with the student and follow him or her through the remediation period. For additional information about this progress review, refer to the current Counseling Student Handbook.

IX. COURSE CALENDAR

DATE	CONTENT AREA	CACREP COMMON CORE AND SPECIALTY STANDARDS	ASSIGNMENT DUE DATE/TIME
Tuesday MM/DD	<ul style="list-style-type: none"> ○ Orientation to Course Requirements 		⇨ Forms A-1 & A-2A (and HCDE for those placed in Hamilton County Schools)
Tuesday MM/DD	<ul style="list-style-type: none"> ○ Practicum activities discussion 	<ul style="list-style-type: none"> ○ CACREP 2.F.5.g: essential interviewing, counseling, and case conceptualization skills ○ CACREP 5.G.3.f: techniques of personal/social counseling in school settings 	⇨ Weekly approval of daily time log
Tuesday MM/DD	<ul style="list-style-type: none"> ○ Practicum activities discussion 	<ul style="list-style-type: none"> ○ CACREP 2.F.5.g: essential interviewing, counseling, and case conceptualization skills ○ CACREP 5.G.3.f: techniques of personal/social counseling in school settings 	⇨ Weekly form MP-1 ⇨ Weekly approval of daily time log
Tuesday MM/DD	<ul style="list-style-type: none"> ○ Guidance Lesson Plans ○ Practicum activities discussion 	<ul style="list-style-type: none"> ○ CACREP 2.F.5.g: essential interviewing, counseling, and case conceptualization skills ○ CACREP 5.G.3.f: techniques of personal/social counseling in school settings 	⇨ Weekly form MP-1 ⇨ Weekly approval of daily time log
Tuesday MM/DD	<ul style="list-style-type: none"> ○ Video-Recorded Counseling Session ○ Practicum activities discussion 	<ul style="list-style-type: none"> ○ CACREP 2.F.5.g: essential interviewing, counseling, and case conceptualization skills ○ CACREP 5.G.3.f: techniques of personal/social counseling in school settings 	⇨ Weekly form MP-1 ⇨ Weekly approval of daily time log

Tuesday MM/DD	<ul style="list-style-type: none"> ○ Practicum activities discussion ○ Assessment Lists 	<ul style="list-style-type: none"> ○ CACREP 2.F.5.g: essential interviewing, counseling, and case conceptualization skills ○ CACREP 5.G.3.f: techniques of personal/social counseling in school settings 	<ul style="list-style-type: none"> ⇒ Weekly form MP-1 ⇒ Weekly approval of daily time log
Tuesday MM/DD	<ul style="list-style-type: none"> ○ Video-Recorded Counseling Session ○ Practicum activities discussion 	<ul style="list-style-type: none"> ○ CACREP 2.F.5.g: essential interviewing, counseling, and case conceptualization skills ○ CACREP 5.G.3.f: techniques of personal/social counseling in school settings 	<ul style="list-style-type: none"> ⇒ Weekly form MP-1 ⇒ Weekly approval of daily time log
Tuesday MM/DD	<ul style="list-style-type: none"> ○ Practicum activities discussion ○ Crisis Plans 	<ul style="list-style-type: none"> ○ CACREP 2.F.5.g: essential interviewing, counseling, and case conceptualization skills ○ CACREP 5.G.3.f: techniques of personal/social counseling in school settings 	<ul style="list-style-type: none"> ⇒ Weekly form MP-1 ⇒ Weekly approval of daily time log
Tuesday MM/DD	<ul style="list-style-type: none"> ○ Practicum activities discussion 	<ul style="list-style-type: none"> ○ CACREP 2.F.5.g: essential interviewing, counseling, and case conceptualization skills ○ CACREP 5.G.3.f: techniques of personal/social counseling in school settings 	<ul style="list-style-type: none"> ⇒ Guidance Lesson Presentations ⇒ Weekly form MP-1 ⇒ Weekly approval of daily time log
_____ through _____ Southern’s Spring Break			
Tuesday MM/DD	<ul style="list-style-type: none"> ○ Practicum activities discussion 	<ul style="list-style-type: none"> ○ CACREP 2.F.5.g: essential interviewing, counseling, and case conceptualization skills ○ CACREP 5.G.3.f: techniques of personal/social counseling in school settings 	<ul style="list-style-type: none"> ⇒ V-R Counseling Session Presentations ⇒ Form MP-3 ⇒ Weekly form MP-1 ⇒ Weekly approval of daily time log

Tuesday MM/DD	<ul style="list-style-type: none"> ○ Practicum activities discussion 	<ul style="list-style-type: none"> ○ CACREP 2.F.5.g: essential interviewing, counseling, and case conceptualization skills ○ CACREP 5.G.3.f: techniques of personal/social counseling in school settings 	<p>⇒V-R Counseling Session Presentations</p> <p>⇒Form MP-3</p> <p>⇒Weekly form MP-1</p> <p>⇒Weekly approval of daily time log</p>
Tuesday MM/DD	<ul style="list-style-type: none"> ○ Practicum activities discussion 	<ul style="list-style-type: none"> ○ CACREP 2.F.5.g: essential interviewing, counseling, and case conceptualization skills ○ CACREP 5.G.3.f: techniques of personal/social counseling in school settings 	<p>⇒Guidance Lesson</p> <p>⇒Package Presentations</p> <p>⇒Form MP-3</p> <p>⇒Weekly form MP-1</p> <p>⇒Weekly approval of daily time log</p>
Tuesday MM/DD	<ul style="list-style-type: none"> ○ Practicum activities discussion 	<ul style="list-style-type: none"> ○ CACREP 2.F.5.g: essential interviewing, counseling, and case conceptualization skills ○ CACREP 5.G.3.f: techniques of personal/social counseling in school settings 	<p>⇒Weekly form MP-1</p> <p>⇒Weekly approval of daily time log</p>
Tuesday MM/DD	<ul style="list-style-type: none"> ○ Practicum activities discussion 	<ul style="list-style-type: none"> ○ CACREP 2.F.5.g: essential interviewing, counseling, and case conceptualization skills ○ CACREP 5.G.3.f: techniques of personal/social counseling in school settings 	<p>⇒Assessment List</p> <p>⇒Weekly form MP-1</p> <p>⇒Weekly approval of daily time log</p>
Tuesday MM/DD 15	<ul style="list-style-type: none"> ○ End of course matters 	<ul style="list-style-type: none"> ○ CACREP 2.F.5.g: essential interviewing, counseling, and case conceptualization skills ○ CACREP 5.G.3.f: techniques of personal/social counseling in school settings 	<p>⇒Exit forms: E-2, E-3; E-4; & E-5</p> <p>⇒School Crisis Plan Report</p> <p>⇒Final approval of daily time log, at least 40 direct/ indirect hours</p> <p>⇒Final Weekly From MP-1</p>

APPENDIX A

Southern School of Education & Psychology Conceptual Framework For Professional Counseling Programs

This course is congruent with the *Conceptual Framework* of the School of Education and Psychology. This Conceptual Framework is aligned, in turn, with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core curricular experiences and student learning outcomes established for Clinical Mental Health and School Counseling programs.

To Serve, To Lead, To Transform

- F.** *Mission of the School of Education and Psychology:* Our mission is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.
- G.** *Goal of the School of Education and Psychology:* The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to become effective in the following roles:
1. a caring person,
 2. an informed facilitator,
 3. a reflective decision maker, and
 4. a committed professional.

Together, these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.

H. *Core Curricular Experiences and Learning Outcomes:*

1. As a *Caring Person*, the counselor candidate is provided with curricular experiences in the areas of social and cultural diversity, helping relationships, and group work. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
 - (a) effective ***counseling, prevention, and intervention***;
 - (b) service to clients who represent ***diverse populations***; and
 - (c) ***advocacy*** to better the lives of individuals and communities.
2. As an *Informed Facilitator*, the counselor candidate is provided with curricular experiences in the areas of assessment, human growth and development, and career development. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite for:
 - (a) meaningful ***assessment*** that facilitates a plan of action,
 - (b) ***diagnosis*** leading to appropriate treatment, and
 - (c) promoting optimal ***academic development*** in the school setting.

3. As a Reflective Decision Maker, the counselor candidate is provided with curricular experiences in the area of research and program evaluation. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
 - (a) conduct **research** that contributes to the knowledge base of the profession;
 - (b) critically **evaluate** research and apply current information to decision making; and
 - (c) conduct meaningful **program evaluations** that inform development and enhance services.

4. As a Committed Professional, the counselor candidate is provided with curricular experiences in the area of professional orientation and ethical practice. The counselor candidate is then expected to demonstrate the knowledge, skills, and practices requisite to:
 - (a) applying and adhering to **ethical and legal standards** specific to the counseling practice;
 - (b) adhering to the **professional orientation** and roles that are relevant to the counseling practice; practice;
 - (c) **collaborating and consulting** with other professionals, both within the clinical or school setting and with other community professionals;
 - (d) utilizing the **foundation knowledge** specific to the area of counseling practice, and
 - (e) **leading** in the development and management of counseling practice in a clinical or school setting.