

***SCHOOL OF EDUCATION***

***Location Address Mailing Address***

*University Hall North 1200 East Colton Avenue*

*On Brockton Avenue P.O. Box 3080*

*Between University Street & Grove Street Redlands, CA 92373*

***Phone*** *(909) 748-8064* ***Fax*** *(909) 335-5204*

***COURSE SYLLABUS***

**Course: EDUC 657A**

**Course Title: Practicum in Fieldwork**

**Term: Winter 2014**

**Days/Times: Mondays 5:30 – 8:30 PM**

**Room: HOL 115**

**Faculty:**

**Phone:**

**Text:**

**Office Fax:**

**E-mail:**

**Office Hours:**

*Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families, and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social-emotional and career development.*

*----ASCA, 1997*

**Catalog Course Description**

Designed to provide an overview of the various fieldwork requirements in the school counseling profession and to understand the role of the 21st century school counselor. Assist students in comparing and contrasting responsibilities as they relate to the state and national standards for school counselors.

**The following CTC Standards are partially addressed in this course:**

Generic Standard 2: Growth and Development  
Generic Standard 3: Socio-Cultural Competence

Generic Standard 4: Assessment

Generic Standard 5: Comprehensive Prevention and Early Intervention for Achievement  
Generic Standard 6: Professional Ethics and Legal Mandates

Generic Standard 7: Family-School Collaboration  
Generic Standard 8: Self-Esteem and Personal and Social Responsibility  
Generic Standard 9: School Safety and Violence Prevention

Generic Standard 10: Consultation

**Course Objectives**

Students will have the opportunity to:

1. Review traditional methods of providing counseling and consultation services at various grade levels in K-16 evidenced by role-play activities and group discussions. (CTC Standard 2, 4, 7 & 10)

1. Understand the key elements accepted by the profession as necessary ingredients of a model school counseling program evidenced by review of California State Standards for the School Counseling Profession and National Counseling Model of the American School Counselor Association. (CTC Standards 13, 16 & 31)

1. Be able to systemically evaluate counseling programs related to student and staff resources evidenced by review of current drug and alcohol programs and local school safety plan from a systemic perspective. (CTC Standard 31)

1. Demonstrate the principles and practices of individual and group counseling evidenced by participation in laboratory training, in class presentations, and role-playing scenarios. (CTC Standard 31)

1. Demonstrate an understanding of diversity with respect to physical and mental abilities, cultural and ethnic backgrounds, and religion and gender evidenced by laboratory training and in-class presentations. (CTC Standard 3, 4, 5 & 7)

1. Display knowledge of counseling and consultation strategies designed to address issues, problems and concerns common to students at various levels of developmental growth evidenced by a professional portfolio, role-play activities, in-class presentations, and final exam. (CTC Standard 2, 5, 7 & 10)

1. Display knowledge of the various types of information services required to assist students in their transition from one grade level to the next and then into adulthood evidenced by a professional portfolio and guest lecturers in elementary, middle, and high school. (CTC Standard 2, 7 & 30)

1. Review the research available for creating a positive school climate, in particular the areas of pupil’s self-esteem, personal and social responsibility, programs helping student learning, availability and coordination of pupil support systems, effective consultation skills, professionalism and evidence of advocacy to aid in the learning and academic success of all pupils through presentations and professional portfolio. (CTC Standards 8, 10, 12, 13 & 18, 23)

1. Demonstrate a commitment to the professionalism of school counseling and pupil advocacy as a means of assisting students in the development of their potential evidenced by consistent attendance, participation, and completion of course assignments. (CTC Standard 18, 23, 30 & 31)

1. Demonstrate knowledge of substance abuse intervention and prevention programs&, school safety & violence prevention, programs that support effective pupil learning and professional practices as they relate to the counselor’s responsibilities to students, peers, parents and overall community evidenced by laboratory role-playing and by active participation in case scenarios introduced by the Instructor and Guest Lecturers. (CTC Standards 6, 7, 9, 12, 17 & 26)

1. Demonstrate a thorough knowledge of the various ethical concerns and legal mandates a school counselor needs to know before beginning fieldwork at an actual school site as evidenced by case scenario role plays & discussions. (CTC Counseling Standard 6 & 18)

1. Examine and have a thorough understanding of a number of effective school safety plans as evidenced by presentations and analysis of local school safety plans using the CA Department of Education “Safe Schools Planning Checklist.” (CTC Counseling Standard 9)

1. Establish a dialogue with specific guest lecturers from community-based agencies to establish skill in building comprehensive school-based pupil support programs. (CTC Counseling Standard 13)

**Required Program and Course Readings**

1. Holcomb-McCoy, C. (2007). School counseling to close the achievement gap: A social justice framework for success. Thousand Oaks, CA: Corwin Press, Inc.
2. \*\*Reynolds, A. L. (2009). Helping college students: Developing essential support skills for student affairs practice. San Francisco, CA: Jossey-Bass.
3. American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association
4. *Literature provided in class*
5. *School of Education Counseling Program Handbook (13th edition)* – University of Redlands (October 2013)

\*\**Reading denoted with an asterisk is for individuals enrolled in the college track. If you are PPS and College, you will need both books.*

**Grading System/Scale**

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| --- | --- |
| **Grade** | **Expectation** |
| **4.0/A** | All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, **attention to detail**, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member. |
| **3.7/A-** | All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member. |
| **3.3/B+** | All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member. |
| **3.0/B** | All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member. |
| **2.7/B-** | **It is important to realize that grades below 3.0 indicate a problem. The cumulative grade point average must remain at 3.0 or higher, so grades lower than this can affect your degree and/or credential receipt.**  All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparations for class and contributions as an individual and group member are slightly below an acceptable level.        Student should arrange conferences with the professor and advisor to discuss grade performance. |
| **2.3/C+** | All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparations for class and contributions as an individual and group member are slightly below an acceptable level.    Student should arrange conference with the professor; and a conference with the advisor is **required.** |
| **2.0/C** | Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.   * A meeting with the professor should be arranged; and a meeting with the advisor is **required.**  The professor will notify the advisor of the grade. |
| **1.7 and below** | Assignments not met – no credit for class. **Grades below 2.0 are not acceptable for credit toward a degree or credential.**  A conference with the advisor is **required** and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade. |

**Academic Honesty**

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University. Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

**(For complete text of student responsibility please see the University of Redlands Catalog under Academic Standards)**

**Professional Ethical Standards**

It is expected that each student will attend class prepared to participate in discussions about the readings/assignments from the previous week. This includes attending to discussions in class and contributing in a meaningful way. Students who bring laptops are expected to utilize laptops for class purposes (e.g. note taking, in class assignment completion, etc.) and not for social networking during class. Students are also expected to be on time for class each week. Please place cellular telephones on silent or vibrate*.* ***All laptops and cell phone use are at the discretion of the Professor.***

**Expectations*:***

***Professionalism, Confidentiality, Respect*:** All students are expected to act like professionals at all times, especially when we are practicing counseling skills. Acting professionally means that you treat everyone with respect, pay attention (including listening and not talking when the instructor or classmates are speaking), keeping everything shared in class confidential, following instructions during practice session and consulting with the instructor when in doubt to safeguard the welfare of those serving as clients, and value diverse opinions.

**Attendance**

Attending each class is a critical component and requirement in all courses. It is understood that emergencies may arise and students need to make important and difficult choices. **It is the responsibility of the student to speak with the professor about any issues that arise which may affect attendance and assignment completion.** ***Students are always responsible for making up class.*** Tomake-up a class students must submit all in-class assignments along with a 3 to 4 page paper addressing the chapter readings. Class make-up assignments are due the week after the missed class. (Maximum of 2 absences before re-taking class). You are expected to be on time for class and stay for the entire class. **Some classes cannot be made up due to guest speaker’s one time presentation and/or special lecture material on loan from outside agencies.**

**Assignments and Presentations**

All assignments should be approached with professionalism as a foundation. All submissions are to be typed in APA format with proper title page, abstract, citations, and reference page *(unless otherwise specified).* No hand-written assignments will be accepted except those assignments that are completed in-class. Oral presentations will be graded on the basis of content as well as delivery. If you need help with effective presentation skills please feel free to seek assistance. Learning to communicate well is an important quality of a counselor.

**Late Work**

Late work will be accepted up to 1 week after the assignment is due. Work that is turned in late will automatically lose 1 letter grade. Rewrites will not be granted unless it is an extreme circumstance. Note: you cannot rewrite assignments for full credit. . **Some classes cannot be made up due to guest speaker’s one time presentation and/or special lecture material on loan from outside agencies.**

**Candidate Assessment**

 1. **Collage** – As a school counselor it is important to know oneself and understand how you developed into the person you are today. Prepare a collage that includes where you started and where you’ve been on life’s journey (i.e. family, cultural beliefs, ethnic influences, spiritual development, and acquisition of self-esteem, development of personal & social responsibility). Collages will be presented in class in a 3-5 minute presentation. Collages can be completed on poster board using pictures and magazine cut-outs or can be digital. Be creative! This assignment will be graded as pass/fail and is worth 5% of your grade. **Collage and presentation DUE Week 3!**

 2. **Self-Reflection/Personal Statement** – Write a 3 to 5 page self-reflection about your first semester’s learning. Include assessment in the role of a counselor, personal/social responsibility, pupil advocacy and professional/ethical requirements. This assignment is worth 5% of your grade. *Since this is a reflective paper, no abstract or reference page is needed unless you cite authors’ work.* **More information will be presented toward the end of the semester.** (CTC Standard 2, 3, 6, 8, 18, & 31) **DUE: Week 12!**

 3. **Drug/Alcohol Awareness** – Develop a list of 15 drug/alcohol intervention and prevention  
programs that are used in K-12 schools. Provide a description and critique of each program. A handout with guidelines for completing the assignment will be accessible closer to the assignment due date. The second part of this assignment is a quick write (in-class) on the “*Truth About Drugs”* video (shown in class). The quick-write is an “in-class” assignment and **cannot** be made up. *This assignment does not need to be in APA format*. This assignment is worth 10% of your grade. (CTC Standards 2, 5, 7, 10, 13, 26 & 31) **DUE: Week 7!**

 4. **School Safety / Violence Prevention Plan** – Each candidate will obtain a school site safety plan or violence prevention plan and draft a 4-5 page analysis of the plan that identifies strengths and weaknesses of the plan based on the 9 elements of the California Department of Education’s (CDE) Safe School Planning Checklist. Additionally, your analysis should include a 1-page reflection that focuses on the feelings you experienced when you initially reviewed the plan. A copy of the safety or violence prevention plan should be turned in with this assignment. You will be required to share your findings with the class. A handout with guidelines for completing the assignment will be accessible closer to the assignment due date. This assignment is worth 10% of your grade. (CTC Standards 9, 12, 13, 17, 30 & 31) **DUE: Week 9!**

 5. **Quizzes and Quick-writes** – Two quizzes will be given during the semester; a fieldwork/handbook quiz and a quiz on mandated reporting and child abuse. Quick-writes will be given and will cover the previous weeks’ content as well as the readings assigned for the class. Quizzes and quick-writes will be administered within the first 20 minutes of class, and cannot be made up. Quizzes and Quick-writes will comprise 10% of your grade. (CTC Standards 9, 12, 16, 17, 30 & 31)

 6. **Counseling Portfolio** – Each candidate is to compile a professional portfolio that is both a reflective piece and a professional review of one’s work throughout the program. A digital portfolio will be prepared for this course using optimal resume (free service through the UOR), and will include a mission statement, resume or curriculum vitae, reflection paper (assignment 2), drug/alcohol resources (assignment 3), school safety plan (assignment 4), handouts, state and national standards, and annotation statements detailing what is included in each section and how it relates to the standard. Students will create a link to be shared with the professor at the end of the semester. This assignment is to help students begin the process of creating a professional portfolio; you will continue to add to your portfolio as you move through the program. The Portfolio will be used as part of the exit assessment for the Counseling Program. This assignment is worth 10% of your grade. (CTC Standard 4, 7, 8, 12, 22, 23 & 31) **DUE: Week 12!**

7. **Group Presentation** – A crucial part of becoming a professional counselor is learning to research answers on your own and conveying that information to other professionals in a clear and stimulating manner. Each student is expected to actively participate in developing and presenting a topic area to the class. This project must include the following to be complete:

        Best practices and studies on effectiveness (based upon topic of choice)

        Outcome indicators of a relevant program’s success (based upon topic of choice)

        Sources of data for developing baselines and assessing student progress

        A paper/handout provided to class members for inclusion in their portfolios should they wish

        A case study or exercise to engage class members in demonstrating learning from your presentation and materials

You will be assessed on the professionalism with which you approach the topic, the sensitivity to which you demonstrate different points of view, the extent to which you have critiqued the research on best practices, your effectiveness at engaging class participants, and the ratings you receive from other class members on your topic. Presentations will be made toward the end of the semester. The group presentation will comprise 10% of your final grade. (CTC Standards 2, 4, 5, 10, 18, 30). **DUE: Week 12!**

8. **Final Examination**— Students will take a final examination on the last night of class. The final examination will be a comprehensive examination that covers course content for the semester. The final examination is 10% of your total grade. **Will be available to take Week 11!**

9. **Journals** -Practitioners who are reflective engage in the discipline of continually clarifying and deepening their self-awareness and their understanding of their work. Maintain a reflective journal of your insights. **The main part of the journal should be a reflection of your self-esteem and if your self-esteem has or is affecting the learning process in any way. The journal should also discuss the importance of personal and social responsibility and how you have seen it be a theme for pupils in today’s schools.** (CTC Standards 2, 6, 8, 10 and 27) **Due Weekly on Sunday prior to the start of the week**. This assignment is 15% of your grade.

10. **Professional Engagement** – Students are expected to attend class prepared to engage in discussion related to materials presented and assignments from previous weeks. This is worth 10% of your total grade.

**Topics, Outlines, Readings, & Activities**

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| **Class Sessions** | Activities | Reading Due | **Assignments Due** |
| **1**  **1/13/13** | **Introduction/course overview (course logistics, expectations, syllabus review)**  **Brain Function Exam**  **Homework - Plagiarism review and test** |  |  |
| **2**  **1/20/13** | **Review Fieldwork and Standards Group work- How to meet CA Standards**  **Stages in the Counseling Process**  **Your role as a helper- where we have been and where we are** | Chap. 1- SC  &  Chap. 1- HCS | **Journal** |
| **3**  **1/27/13** | **Collage Presentations**  **Quiz: Handbook Exam**  **ASCA National Standards**  **Ethical Standards**  **Child Abuse; Tarasoff** | Chap. 3- HCS | **Collage Due Journal** |
| **4**  **2/3/13** | **Course Discussion** | Chaps. 2 & 7- SC;  Chap. 5- HCS | **Journal** |
| **5**  **2/10/13** | **Quiz: Mandated Reporting/Child Abuse**  **Review Drug/Alcohol Assignment**  **Substance Abuse; Eating Disorders**  **Social Justice Principles**  **Confidentiality** | Chap. 3 & 6- SC;  Chap. 2 & 4- HCS | **Journal** |
| **6**  **2/17/13** | **“The Truth About Drugs” Video Quick-Write**  **Portfolio Review** |  | **Journal** |
| **7**  **2/24/13** | **Presentation of Drug/Alcohol programs**  **Conducting Adolescent Violence Risk Assessment- In class article write**  **Documentation of Joining Professional Association Due (Bring Copy for SOE File)** | Chaps. 4 & 5- SC; Chap. 8- HCS | **Drug/Alcohol Assignment**  **Journal** |
| **8**  **3/3/13** | **Crisis Discussion**  **School Safety Plans & Evaluation** | Chap. 8- SC; Chap. 7- HCS | **Journal** |
| **9**  **3/10/13** | **Video: Hidden Scars, Silent Words**  **Final Study Guide** | Chap. 9- SC; Chap. 10- HCS | **School Safety Plan**  **Journal** |
| **10**  **3/17/13** | **Gangs**  **Fieldwork Review**  **General Review** |  | **Final Exam Open** |
| **11**  **3/24/13** | **Group Presentations –**  **Evaluations** |  | **Portfolio Due**  **Self-Reflection Due**  **Final Exam** |
| **12**  **3/31/13** | **Final Exam** |  | **Journal** |

**The instructor reserves the right to adjust the calendar as needed to accomplish all of the course objectives.**

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| **Collage & presentation *(due week 3)*** | 5% |
| **Drug/Alcohol Curriculum & Quick Write *(due week 6)*** | 10% |
| **School Safety or Violence Prevention Plan *(due week 8)*** | 10% |
| **Group Presentation *(due week 11)*** | 15% |
| **Program Reflection Paper & Mission Statement *(due week 12)*** | 5% |
| **Portfolio *(due week 12)*** | 10% |
| **Final Exam*(week 12)*** | 10% |
| **Journal *(due weekly)*** | 15% |
| **Quizzes & Quick writes** | 10% |
| **Professional Engagement** | 10% |
| **Total** | 100% |

**Grading**

100 – 95 = 4.0

94 – 90 = 3.7

89 – 85 = 3.3

84 – 80 = 3.0

79 – 75 = 2.7

74 – 70 = 2.0

69 – 66 = 1.7

**Bibliography**

American School Counselor Association. *Ethical Standards for School Counselors.* Revised June 26, 2004.

American School Counselor Association. (2003). *The ASCA national model: A framework for school counseling programs.* Alexandria, Va: Author.

CAS Professional Standards for Higher Education (7th edition)

California Commission on Teacher Credentialing, (2001). *Standards of Quality and Effectiveness for Pupil Personnel Services Credentials.*

*California Department of Education Improving Collaboration on School Safety Issues* retrieved 8/26/08

*California Department of Education Safe Schools Planning Checklist* retrieved 8/26/08

*California Department of Education School Safety Resources* retrieved 8/26/08

California Department of Education. (1998). Effective programs/strategies and promising practices for prevention of alcohol/other drug use and violent behavior. *Getting Results: Developing safe and healthy kids.*

Cornell, D. and Reis, C. (2008)*.* An evaluation of suicide gatekeeper training for school counselors and teachers. *Professional School Counseling: ASCA 11(6),*386-393*.*

Glosoff, H.L., & Pate, Jr., R.H. (2002). Privacy and Confidentiality in School Counseling. *Professional School Counseling, 6(1),* 20-27.

Haynie, S. (2008).When you’re too affected to be effective*. School Counselor: ASCA 45(5),* 23-27*.*

Shapiro, A. (Producer). Grodner, A. (Director/Producer/Writer). (2000). The Teen Files Truth About Drugs (television series). *AIMS Multimedia: Discovery Education.*

Stone, C. (2008).FERPA and School safety*. School Counselor: ASCA, 45(5),* 41-45*.*

Suicide and sudden loss: crisis management in the schools retrieved from [www.mental-health-matters.com](http://www.mental-health-matters.com/) 11/13/2007

*Teaching Tolerance.org. Responding to Hate at School retrieved 8/26/08*

*University of Redlands Emergency Procedures effective June 2006*

University of Redlands Faculty: Morgan/Stephens/Lindsey/Jew, *The Counseling Portfolio 2/21/02 edited by G. Bennett*