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| **EDUC 677: Practicum in School Counseling**  |
| **Term: SEM, YEAR** (start date-end date) |  | **Days: TH**  |
| **Location:**  |  | **Time: 8:15-9:30** |
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| **Faculty:** First Last | **Email:** first\_last@redlands.edu |
| **Office Hours:** NUH xxx Days Hours | **Phone:** (909) 748-xxxx |
| **Web/Moodle:** |

**CATALOG COURSE DESCRIPTION** (please include)

**COURSE DESCRIPTION** (required)

This course focuses on the work in which students are engaged in program-approved field placements in schools and other counseling settings. To develop expected counseling competencies, students will participate in supervision with site supervisors and the course instructor. They also will participate with other class members in group supervision.

This course addresses the CCTC standards listed on page 8 of this syllabus.

Upon completion of the EDUC 677 sequence, students will be able to demonstrate

* competent individual counseling skills
* competent group counseling skills
* competence in consulting with administrators, teachers and faculty, and parents
* competence in assessing students’ needs and functioning
* multicultural competence in conducting all counseling functions
* risk assessment competence
* levels of ethical decision making and understanding appropriate for a beginning counselor
* professionalism (defined on page \_\_ of this syllabus)
* competence in working collaboratively with other professionals

**REQUIRED TEXTS & READINGS**

**TECHNOLOGY REQUIREMENTS** (if applicable)

**COURSE OBJECTIVES** (required)

**PROGRAM/COURSE POLICIES & PROFESSIONAL RESPONSIBILITIES**

**ASSIGNMENTS AND ASSESSMENTS**

**GRADING SYSTEM/SCALE** (required)

(See University Catalog)

Grades will be assigned on a credit/no credit (CR/NC) basis.

CR will be awarded upon successful completion of the course requirements described below.

Course Prerequisite

* To be in this course, the student must already have been placed in a field placement by the School of Education’s Office of Fieldwork and Advising

To Receive a Grade of Credit

Students must:

* + present their work in the format required by the instructor
	+ actively (a) solicit and (b) use feedback on that work from the instructor and other students, and
	+ participate actively in class, including providing constructive feedback to other class members in response to their work.
	+ Demonstrate professionalism and ethical behavior
		- Professionalism is defined on page 5
		- Students are to use the ethical standards of the American Counseling Association (<http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources>)
	+ Complete other course assignments as the instructor might assign
	+ Be rated by the instructor at the end of the term as having attained the degree of competence expected of a student at this level
* There is no specific number of fieldwork hours that a student needs to complete during a term. However, in addition to completing three terms of this course, students are required to continue to enroll for it for any additional semesters required to complete the field work requirement. In short, this course is tightly linked to the field placement experience.
	+ The number and type of field work hours students are required to complete are described on page 6.
	+ The experiences students are to have are described on page 7.

**LATE WORK POLICY**

Late assignments may be submitted as permitted by Course Instructor.

**ACADEMIC HONESTY**

Academic honesty stands at the center of intellectual pursuits in the academic community. All people should clearly understand what constitutes plagiarism and avoid it. See the university catalog for full text of the academic honesty policy.

**ATTENDANCE POLICY**

Class participation is a critical component and requirement in all courses, and students are expected to attend all class sessions. We realize that emergencies can arise and students need to make important and difficult choices. Students are always responsible for informing the instructor of an absence and making up all required class assignments. Any student who misses more than two sessions of a course may be required to retake the course.

 **ACOMMODATIONS FOR LEARNING**

If you feel you need accommodation to address the impact of a learning or physical disability, please speak with me privately to discuss your specific needs. To coordinate reasonable accommodations for documented disabilities, contact Academic Success and Disability Services at 909-748-8108 or visit them on the bottom floor of the Armacost library.

**ADDITIONAL COURSE RESOURCES**

**COURSE CALENDAR (Subject to Change)**

Because this course is driven by the material the students present, there is no week-by-week topical outline for the material.

It is expected that each week:

* one or more students will be asked to present their field placement work for group supervision. This will include both the written description (template on page 4) and the oral presentation. Video recordings of work are encouraged to the extent that they are possible.
* One student will make a written and oral presentation of up to 20 minutes of a resource counselors might use
	+ The written descriptions will be posted on Moodle and available to other students

The instructor will work with students to develop appropriate skills, attitudes, and self-awareness. It is expected that particular topics will be covered at some point in the field placement courses that a student takes (see page 3). However, these will not be on any declared schedule, but rather be in response to students’ material.

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| Topics to be Addressed During The Field Placement Experiences |
| FERPA | Working with interested stakeholders | Duty to warn |
| A-G requirements  | Student problems with: | Career pathways |
| Cumulative folder | * Anxiety
* Depression
* Bullying
 | * Intersegmental General Education Transfer Curriculum (IGETC)
* Career Technical Education (CTWE)
 |
| Resources available to counselors | IEP/504/SST * Accommodations
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| Scheduling and 4-year planning  | Ethical and legal issues | Child abuse and neglect |
| At-risk students | Risk assessment  | Prevention |
| School safety/violence prevention | Professional comportment as a counselor |  |

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**Professionalism has the following elements and behavioral components\***

A. Integrity–Honesty, personal responsibility and adherence to professional values Readiness

Essential Component: Understanding of professional values, honesty, professional responsibility

Demonstrates honesty, even in difficult siutations

Takes responsibility of own actions

Displays basic understanding of core professional values

Demonstrates ethical behavior ad basic knowledge of ACA’s Ethical Principles

B. Deportment

Essential Component: Understands how to conduct oneself in a professional manner

Demonstrates appropriate personal hygiene and attire

Distinguishes between appropriate and inappropriate language and demeanor in professional contexts

C. Accountability

Essential Component: Accountable and reliable

Turns in assignments in accordance with established deadlines

Demonstrates personal organization skills

Plans and organizes own workload

Aware of and follows policies and procedures of institution

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.

D. Concern for the welfare of others

Essential Component: Awareness of the need to uphold and protect the welfare of others

Displays initiative to help others

Articulates importance of concepts of confidentiality, privacy, informed consent

Demonstrates compassion

\*Adapted From: Fouad, N. A., Grus, C. L., Hatcher, R. L., Kaslow, N. J., Hutchings, P. S., Madson, M. B., ... & Crossman, R. E. (2009). Competency benchmarks: A model for understanding and measuring competence in professional psychology across training levels. Training and Education in Professional Psychology, 3(4S), S5.

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

Field Work Requirements: Hours and Settings

School Counseling students participate in fieldwork experiences that are associated with the EDUC 677 course. This experience begins in the second year of the program for masters students; in the second term of the program for PPS students.

Students will have both an on- site supervisor and a university-based supervisor who also will be instructor for the associated course (EDUC 677). Students have the following requirements:

Masters degree P-12 Track Students and PPS Credential Students

600 hours of fieldwork:

400 hours must be completed in two different P–12 levels.

200 hours in a college or a high school-to-college transition setting

At least 150 hours of the fieldwork experience must be with individuals from a racial, ethnic and cultural background different from that of the candidate.

Masters degree College Track Students

400 hours of fieldwork:

200 in a college setting(s);

200 in a high school or high school-to-college transition setting(s)

Masters degree P-12 + College Track Students

600 hours of fieldwork:

400 hours must be completed in two different P–12 levels

200 hours in a college or a high school-to-college transition setting

At least 150 hours of the fieldwork experience must be with individuals from a racial, ethnic and cultural background different from that of the candidate.

Field Work Requirements: Experiences

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| INDIVIDUAL COUNSELING - PERSONALIndividual Assessment, Scheduling and ReferralCross-Cultural CounselingLearning Disabled StudentsAnger Management SituationSubstance AbuseShyness or Social WithdrawalAcademic FailureNew Student to School Site (Transition Issues)Gang-affiliationGifted StudentPhysically ChallengedChild of DivorceChild AbuseChild from Substance-Abusing FamilyDepressed StudentStudent with History of RetentionStudent AthleteConflict ResolutionReferral for Services Outside School Setting Truancy or Student Attendance Review Board (SARB) | GROUP COUNSELINGCo-Leading a Counseling GroupOrganizing a New GroupFacilitating Group CounselingProblem-Solving with TeachersIntervention in a Group SessionManaging Problem Behaviors in GroupEthics and Group CounselingParent Permission for Group CounselingCross-Cultural Issues Leading a Workshop |
| CONSULTATION SKILLSTeachersParents, Guardians and Significant OthersClassified/Certificated StaffCollaboration with other SchoolsCommunity ServicesOther ProfessionalsDeveloping In-Service or Staff TrainingPresenting In-ServicesCross-Cultural Consultation |
| COUNSELING - ACADEMIC & VOCATIONAL Assessment/Testing – Academic SkillsTesting English Language AbilityCareer Interest and InventoriesScholarship CounselingWorking with Information Systems – Provocation and VocationalCounseling Under-Achieving Students (Academic Probation)College Prep Class SchedulingWork Experience CounselingCollege Board Tests – PSAT, SAT, CSET, CBEST, GRE, ACT, etc.Referrals to Alternative Education (Continuation, Pregnant Minors, etc.)Grade Level Counseling/Scheduling (Freshman, Sophomore, etc.)Two – Four Year Academic Planning Transfer Admission Agreements (TAG)Academic AdvisingGraduation Assessment PlansOther Post-Graduate PreparationsTranscript Review |
| ADDITIONAL IMPORTANT EXPERIENCESCareer CounselingDeveloping New Pupil Personnel ServicesParticipating in Individual Educational Plan (IEP’s)Participating in Student Study Teams (SST’s)Assisting in Grant-WritingCurriculum DevelopmentAssisting in Program AdministrationParent Conferences regarding Report CardsParent Conferences Regarding Suspension, Expulsion, etc.Field Trips, Career Fairs, Assemblies, Workshops, Conferences, and other Special ActivitiesPreparation of Master Schedule, student schedulesService LearningGear Up ParticipationThink Together Participation |

**\*Students MUST complete at least two (2) experiences from each category while meeting all required hours.**

The following CTC Standards are partially addressed in this course:

Generic Standard 2: Growth and Development

Generic Standard 3: Socio-Cultural Competence

Generic Standard 6 Professional Ethics and Legal Mandates

Generic Standard 8 Self-esteem and Personal and Social Responsibility

Generic Standard 9: School Safety and Violence Prevention

Generic Standard 12: Professional Leadership Development

Generic Standard 13: Collaboration/Coordination of Pupil Support Systems

Generic Standard 14: Human Relations

Generic Standard 16: Supervision and Mentoring

Specialization Standard 17: Foundations of the School Counseling Profession

Specialization Standard 18: Professionalism, Ethics & Legal Mandates

Specialization Standard 23: Advocacy

Specialization Standard 25: Individual Counseling

Specialization Standard 26: Group Counseling and Facilitation

Specialization Standard 29: Prevention Education and Training

Specialization Standard 31: Field Experience

Specialization Standard 32: Determination of Candidate Competence