

SUL ROSS STATE UNIVERSITY
ED 7316: Practicum in Guidance and Counseling
School Counselors
Spring 2020

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REQUIRED Materials

Sul Ross State University Practicum Manual

Sul Ross State University Practicum Syllabus

American Psychological Association (2009). *The publication manual of the American Psychological Association (6th ed.)*. Washington, D.C.: American Psychological Association.

Course Description

A course that provides reality field experiences in guidance and counseling in an appropriate school or agency setting; students spend a minimum of 160 clock hours under supervision in the conduction of counseling and guidance activities.

PROGRAM LEARNING OUTCOMES

This course contributes to the following required program learning outcomes:

1. Students will demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect students'/clients' ability to achieve their potential.
2. Students will demonstrate their ability to plan, implement, and evaluate a developmental guidance program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs.
3. Students will demonstrate the ability to communicate and collaborate effectively with others in the school, with students' parents, and/or with the community in

order to facilitate student/client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

TEXES STANDARDS

TEXES standards addressed in this course are:

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth.

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

TEXES COMPETENCIES

TEXES competencies addressed in this course are:

Domain II – Planning and Implementing the Developmental Guidance and Counseling Program

Competency 006—Counseling: *The school counselor understands how to provide effective counseling services to individuals and small groups.*

The beginning school counselor:

- A. Applies knowledge of counseling and consultation theories, principles, and practices in

- a school community.
- B. Understands the scope of the school counselor's job and recognizes when and how to make referrals to professionals outside the school.
 - C. Demonstrates knowledge of the roles and responsibilities of the counselor in various counseling situations.
 - D. Knows how to provide effective counseling to individuals and small groups using appropriate counseling theories and techniques.
 - E. Demonstrates an understanding of group dynamics and productive group interactions in various counseling situations.
 - F. Knows how to use counseling-related research techniques and practices to address student needs.
 - G. Applies knowledge of how to coordinate resources for students within the school and the community.
 - H. Understands the use of prevention approaches (e.g., respect for self and others, motivation, decision making, conflict resolution) and intervention strategies (e.g., substance abuse, critical incidents, anger management) to address student concerns.

Competency 007—Assessment - *The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.*

The beginning school counselor:

- A. Demonstrates knowledge of assessment principles and procedures, including the appropriate use of tests and test results.
- B. Understands the characteristics, uses, advantages and limitations of various types of informal and formal assessments.
- C. Applies knowledge of assessment-related issues (e.g., validity, reliability, bias, confidentiality, ethics).
- D. Knows how to interpret assessment results and to use information from varied sources to assess accurately students' strengths and needs.
- E. Understands principles of testing and measurement that underlie group standardized testing programs.
- F. Knows how to collaborate in the planning and evaluation of a group standardized testing program.
- G. Uses assessment results and interprets information to work collaboratively with other professionals to plan for instruction and student development.
- H. Knows how to communicate assessment results to school personnel, students, and students' families.

Competency 008 - Collaboration with Families: *The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.*

The beginning school counselor:

- A. Applies strategies for using oral, written, electronic, and nonverbal means to communicate to interact effectively with families in various contexts.
- B. Knows how to establish partnerships of trust and mutual respect between homes and the school community.
- C. Demonstrated knowledge of procedures for working with parents/guardians to enhance the counselor's interaction with students and to facilitate student learning.
- D. Knows how to use effective communication with families to support responsive interventions.
- E. Applies knowledge of strategies for promoting the involvement of parents/ guardians in their children's education.
- F. Works effectively as a team member with families and other professionals to promote positive change for students.
- G. Knows how to provide support for families, including use of effective referral procedures.

Competency 010 -Professionalism: *The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.*

The beginning school counselor:

- A. Demonstrates and understanding of legal and ethical standards, guidelines, practices, and issues relevant to the role of the school counselor (e.g., Confidentiality, special populations, professional records, relationships with students and others, use of appropriate interventions).
- B. Knows how to apply legal and ethical standards in various situations involving students and others.
- C. Knows how to be an effective advocate for a developmental guidance and counseling program that is responsive to all students.
- D. Uses reflection, self-assessment, interactions with colleagues, and continuing education to promote personal professional development.
- E. Knows how to use research, technology, and other resources to facilitate continual professional growth and improve the school guidance and counseling program.
- F. Demonstrates awareness of the value of membership in appropriate, professional counseling organizations.

COURSE OBJECTIVES

The *practicum* is designed to provide the student intern with an opportunity to experience the process of guidance and counseling services in an actual working situation under the supervision of a certified and/or licensed professional counselor or equivalent. The practicum will include **a minimum of 160 hours**, of which at least **80 hours** must be **direct service to clients**, that is, individual, group, career/vocational, and family counseling; appraisal/assessment; and when appropriate, consultation. The other **80 hours are indirect hours**, and consist of paperwork and preparation for working with clientele within the realm of counseling.

On completion of this experience, the intern should be competent to assume the role of a counselor in the setting in which the practicum was completed. The choice of setting and the competence of the on-site supervisor will greatly affect the resulting competency of the student intern, and should be carefully considered when the intern chooses the site.

Minimum competencies of the practicum student at completion of the practicum include:

1. The ability to develop a guidance/counseling program for a school or agency similar to that in which the practicum was completed;
2. The ability to provide individual, group, vocational, and assessment counseling services, and in addition, demonstrate the ability to provide efficacious consultation and referral services;
3. The ability to conduct a full and appropriate evaluation of any given client with analysis and rationale for the services needed;
4. The ability to provide clear and accurate interpretation of assessment data when appropriate;
5. The ability to work as an ethical counselor according to the American Counseling Association Code of Ethics and the American School Counseling Association Code of Ethics.

Student Learning Outcome:

The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential
2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling program, this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, and educational needs.
3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will

demonstrate the ability to apply ethical, legal, and professional standards.

Counselor Education Marketable Skills

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

SRSU Disability Services: The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator, in Counseling and Student Support Services, is responsible for ensuring that students with disabilities are provided opportunity for full participation in programs, services, and activities.

Students seeking disability services must contact the Disability Services Coordinator in the University Center, Room 211. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8178. Fax: 432-837-8724.

EVALUATION

Your grade for this course will be determined by evidence of the **quality** of your learning as **demonstrated by your performance** on the following:

*Attachments, 1, 2, 3, 4, 5, 6, 7, 8, copy of liability insurance and copy of site supervisors counseling certificate- cannot collect counseling hours or work as a practicum student until these are submitted.

*Goals and Objectives-10%

*Four sets of hours and corresponding reflections-10%

* Four sets of three reflections – 10%

* Three sets of self evaluations – 10%

* Three field supervisor observations – 10%

*Site supervisor's mid-term and final evaluations-50% (25% each)

Course Grade:

A	B	C	F
91% - 100%	81% - 90%	71% - 80%	Below 71%

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing.

PARTICIPATION REQUIREMENT

- **YOU MAY NOT BEGIN THE PRACTICUM BEFORE THE START OF THE SEMESTER; you must have received approval from me, your university supervisor, and your documents must also have been received and accepted by me, your university supervisor.**

YOU MUST CHECK YOUR SUL ROSS EMAIL EACH DAY!

Each intern will be expected to stay in regular communication with his/her university supervisor and will be required to respond to emails and/or telephone calls initiated by the university supervisor within two days. If a timely response is not received, 10 points per day will be deducted from your overall grade. (No Excuses)

If you have any questions, please contact me.

DUE DATES AND CORRESPONDING POINTS

All Assignments are submitted through Blackboard online

January 13 – Online ED 7316 course officially begins

- **January 17** - Attachment 1
 - Attachment 2
 - Attachment 3
 - Attachment 4
 - Attachment 5
 - Attachment 6
 - Attachment 7
 - Attachment 8
 - Copy of your liability insurance policy
 - Copy of your site supervisor's school counselor certification certificate Due

You cannot begin to collect hours until these are submitted and verified by the Field Supervisor

January 19 (10 pts each) – Four Goals with for Objectives **Due**

February 7 (10 pts. each) - 1st set of 40 hours with cover sheet (attachment 9) with signatures. Three reflections (attachment 13) of the first 40 hours **Due**

February 14 (10 pts) – Practicum Student Self Evaluation #1 (attachment 12) **Due**

February 21 (10 pts) – Field Supervisor Observation # 1 with signatures **Due**

March 6 (10 pts each) – 2nd set of 40 hours with cover sheet (attachment 9) with signatures

Three reflections (attachment 13) of the 2nd set of 40 hours Site Supervisor Mid-Semester Evaluation **Due**

March 9-13 ... Spring Break

March 27 (10 pts) – Practicum Student Self Evaluation #2 (attachment 12) **Due**

April 3 (10 pts) – Field Supervisor Observation # 2 with signatures **Due**

April 3 – Last day to drop with a “W”

April 10 (10 pts each) – 3rd set of 40 hours with cover sheet (attachment 9) with signatures

Three reflections (attachment 13) of the 3rd set of 40 hours **Due**

May 1 (10 pts) – Practicum Student Self Evaluation #3 (attachment 12) **Due**

May 8th (10 pts) – Field Supervisor Observation #3 with signatures **Due**

May 8 (10 pts each) 4th and final set of 40 hours with cover sheet (attachment 9) with signatures

Three reflections (attachment 13) of the final 40 hours **Due**

May 8 (10 pts) - Site supervisor's final evaluation due

May 11 – Final Grades Due