

## COUN 588: Practicum in School Counseling

Spring 2019

University of San Diego - School of Leadership and Education Sciences

Instructor: **Jo Ann Sweidel**

<b>Credits</b>	<b>3</b>	<b>Phone</b>	<b>619-992-6939</b> ( <i>personal cell</i> )
<b>Meeting Times</b>	<b>Thursdays: 7:30am-3:00 pm</b> ( <i>with occasional flexing</i> )	<b>E-Mail</b>	<b>joannsweidel@gmail.com</b>
<b>Location</b>	<b>O'Farrell Charter High School</b> 6130 Skyline Drive San Diego, CA 92114	<b>Office Hours or Phone Conversation</b> (beyond Thursdays)	By Appointment

### Course Description:

Practicum in school counseling emphasizes demonstration of two sets of skills essential for counseling in schools. Students utilize **individual** and classroom counseling skills related to working with children and youth on problem-management and opportunity development associated with academic, career and personal/social development in school settings. Students demonstrate skills in interviewing, rapport building, assessment, case conceptualization, goal setting, and termination. Students also demonstrate skills associated with developing new programs and evaluating existing programs based on the National Standards for School Counseling Programs, being part of a team, and working with colleagues.

### Course Goals:

- Provide students with opportunities for supervised individual and group counseling practice in school settings with the desired outcomes of cognitive clarity, behavioral clarity, and initial competence in relationship to a helping model.
- Promote student capacity to integrate theory with practice in relationship to strengthening school counseling through the adoption, implementation and evaluation of comprehensive school counseling and guidance programs.
- Provide students with opportunities to demonstrate skills associated with teamwork and collegiality at school sites.

### Course Objectives: *Students will:*

- Continue to build an understanding of essential interviewing and counseling skills
- Gain Competence in 1-1 counseling skills in order to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Student self-awareness will develop so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries.
- Understand the role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
- Recognize the importance of design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the *ASCA National Standards for School Counseling Programs*) including an awareness of various systems that affect students, school, and home.
- Increase knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.
- Expand confidence in consulting with peers including giving and receiving feedback on counseling skills.

## CTC Standards (GENERIC):

- 2.0 Candidates demonstrate an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils' strengths and weaknesses that affect learning in school, community and family environments [I,P]. Candidates demonstrate an understanding of the effects of the following on pupil development: health and developmental factors; language; cultural variables; diversity; socioeconomic status; and/or factors of resiliency [I,P,A]  
**Evidence: Classroom guidance lessons (at practicum site), classroom observations (at practicum site), case notes and case presentations.**
- 3.0 Candidates display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement [I,P,A]. Candidates demonstrate the skills needed to work effectively with pupils and their families from diverse backgrounds [I,P,A]. Candidates demonstrate cultural competence to effectively serve diverse and changing communities [I,P,A]. Candidates demonstrate an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families [P].  
**Evidence: Classroom guidance lessons (at practicum site), classroom observations (at practicum site), case notes and case presentations.**
- 4.0 Candidates demonstrate an understanding of the influence of multiple factors on pupil achievement [P]. Candidates analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs [P,A].  
**Evidence: Classroom guidance lessons (at practicum site), classroom observations (at practicum site), case notes.**
- 5.0 Candidates display an understanding of the factors that contribute to successful learning [P,A]. Candidates demonstrate how to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems [I,P,A]. Candidates demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties [I,P,A].  
**Evidence: Classroom guidance lessons (at practicum site), classroom observations (at practicum site), case presentations.**
- 6.0 Candidates demonstrate an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. Candidates demonstrate the ability to access information about legal and ethical matters. [I,P,A].  
**Evidence: Case notes and case presentations.**
- 7.0 Candidates demonstrate an understanding of the ways in which pupil development, well-being, and learning are enhanced by family-school collaboration [I,P]. Candidates demonstrate their ability to work with parents to foster respectful and productive family-school collaboration [I]. **Evidence: Case presentations.**
- 8.0 Candidates demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long

- learning process. [I,P,A]. **Evidence: Classroom guidance lessons (at practicum site), case notes and case presentations.**
- 9.0 Candidates demonstrate an understanding of the ways in which school environments can enhance the safety and well-being of all pupils [I]. Candidates demonstrate knowledge of models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment [I]. Candidates demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence [I]. Candidates demonstrate knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning [I,P]. **Evidence: Classroom observations (at practicum site), case notes and case presentations.**
- 10.0 Candidates demonstrate knowledge and application of theories, models, and processes of consultation. Candidates use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan. [I,P]. **Evidence: Classroom guidance lessons (at practicum site), classroom observations (at practicum site), case notes and case presentations.**
- 11.0 Candidates demonstrate an understanding of learning theories and factors influencing learning and teaching such as: cognition [P]; memory [P]; attention skills [P,A]; perceptual-sensory processes [P]; emotional state [P,A]; motivation [P,A]; organizational skills [P]; gender [P]; cultural differences [P]; and/or linguistic differences [P]. Candidates evaluate the congruence between instructional strategies and pupil learning assets and deficits [P]. **Evidence: Classroom guidance lessons (at practicum site), classroom observations (at practicum site).**
- 12.0 Candidates display an understanding of the development, improvement and evaluation of programs that support effective pupil learning [P,A]. Candidates demonstrate an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent [P]. **Evidence: Classroom guidance lessons (at practicum site).**
- 13.0 Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement [I,P]. **Evidence: Classroom guidance lessons (at practicum site), classroom observations (at practicum site), case presentations.**
- 14.0 Candidates demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups [P,A]. Candidates demonstrate an understanding the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict [I]. Candidates demonstrate an ability to facilitate group process and mediate conflict [I]. **Evidence: Classroom guidance lessons (at practicum site), classroom observations (at practicum site).**
- 16.0 Candidates demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements [I,P]. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers [I,P,A]. **Evidence: Case notes and case presentations.**

CTC Standards (School Counselor Specialization):

- 17.0 Candidates know the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools [P,A]. **Evidence: Classroom guidance lessons (at practicum site) and case presentations.**
- 18.0 Candidates demonstrate how to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. Candidates know current legal mandates impacting school counselors and pupils. Candidates know the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations. [P,A]. **Evidence: Classroom guidance lessons (at practicum site), classroom observations (at practicum site), case notes and case presentations.**
- 19.0 Candidates understand the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education. [I,P]. **Evidence: Classroom guidance lessons (at practicum site), classroom observations (at practicum site), case notes and case presentations.**
- 20.0 Candidates know the components of and demonstrate how to develop, implement, and evaluate career development programs in schools. [I,P]. **Evidence: Classroom guidance lessons (at practicum site).**
- 21.0 Candidates know the theories, concepts, processes, skills and practices required for successful personal and social development [P,A]. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills [I,P,A]. **Evidence: Classroom guidance lessons (at practicum site), classroom observations (at practicum site), case notes and case presentations.**
- 22.0 Candidates know the qualities, principles, and styles of effective leadership [I,P]. Candidates possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement [I]. **Evidence: Classroom guidance lessons (at practicum site), classroom observations (at practicum site), case notes and case presentations.**
- 23.0 Candidates demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils [I,P]. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils [I,P,A]. **Evidence: Classroom guidance lessons (at practicum site), classroom observations (at practicum site), case notes and case presentations.**
- 24.0 Candidates demonstrate appropriate classroom management strategies and techniques for assisting teachers with classroom organization. [I]. **Evidence: Classroom guidance lessons (at practicum site), classroom observations (at practicum site).**

- 25.0 Candidates demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling [I,P]. Candidates demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises [I,P]. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services [I,P]. Candidates know community-based mental health referral resources and effective referral practices [I]. **Evidence: Classroom guidance lessons (at practicum site), classroom observations (at practicum site), case notes and case presentations.**
- 27.0 Candidates apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils [I,P]. Candidates demonstrate collaborative competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school [I,P,A]. **Evidence: Classroom guidance lessons (at practicum site), classroom observations (at practicum site).**
- 28.0 Candidates understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan and that reflect the impact of counseling and guidance programs on student learning and academic achievement. [I,P]. **Evidence: Classroom guidance lessons (at practicum site).**
- 29.0 Candidates demonstrate skills in planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement [I,P,A]. Candidates have knowledge in preventing problems that pose barriers to learning and achievement [I,P,A]. Candidates demonstrate skill in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement [I,P]. **Evidence: Classroom guidance lessons (at practicum site).**

## Content Areas/Course Requirements

### 1-1 Counseling

**Students will meet individually with a caseload of between 7-9 students over the course of the term.**

#### Classroom Guidance Activities

Students will participate in delivery of classroom guidance lessons at least two times during the term if possible, as determined by the onsite counselor. This may be co-facilitated by the school social worker, or designed and delivered by the practicum team in conjunction with the school social worker or behavior specialist.

#### Supervision

Students are required to participate in 1 hour of individual supervision and 1.5 hours of group supervision per week. Group supervision will take place at the school site. Individual supervision may occur at the school site or on the USD campus. Individual supervision can be scheduled as a block of time during the day or broken up into smaller chunks throughout day.

## Active Participation and Feedback

This is an applied course based on experiential and didactic material. Active participation is an essential element in meeting the course objectives. Students are required to actively participate in giving and receiving oral and written feedback regarding counseling skills and all class activities. Because the course is primarily experiential, attendance at all class sessions is an essential requirement.

## **Required Assignments**

### 1. Attendance and Participation

Students are required to attend and participate in **all** sessions of practicum. This course requires that all students complete a **minimum** of **100** hours; **40** hours of direct student contact (facilitating individual counseling and other guidance activities) and **60** hours of other/non-direct student contact (individual and group supervision, counselor/classroom observation, participation in meetings etc).

### 2. Ice Breaker

Students will develop or research a brief (5 min) Ice Breaker and lead the practicum team through the activity.

### 3. Classroom Activity Facilitation

Students will participate in delivery of classroom guidance lessons at least two times during the term if possible as determined by the Practicum Instructor and the on-site School Social Worker. This may be co-facilitated with another site staff member, or designed and delivered by the practicum team in conjunction with an on-site mental health professional. Students will turn in a written reflection to the instructor after each classroom guidance experience.

### 4. Topic Presentation

Students will choose one of listed guidance-related topics, research, then present to the practicum group for broadening our information base and awareness of issues related to working with students. Provide at least a 1 page handout with presentation.

### 5. Observations and Reports

Students will be asked to complete a minimum of three reports based on educational setting observations (2 in classrooms). Options for observations include: classrooms, meetings (i.e. 504 meeting, student study team meeting, IEP meeting, district meeting, workshops, faculty meeting), group counseling sessions. Reports will be shared both orally and in writing to the group members during the group supervision time. Format for oral presentation will be focused on reporting on classroom management, processes, and teaching style as it relates to personal practice, future consultation and lesson planning.

### 6. Case Presentation

Students will prepare a case presentation on one of the students assigned to them by the counselor at the school site. The case presentation (at minimum) will include background information, present situation, and counseling goals and minimum of 10 minutes of viewing and transcription of one session. Please address the academic, social, and career domains of school counseling. The case may be presented to members of the team possibly including the school social worker, principal, behavior specialists, teachers and/or other staff.

### 7. Ongoing Individual Client Case notes

Students will complete case notes on each assigned student client on a daily basis to be

reviewed by the instructor. During the review and individual supervision with the instructor, discussions may include reflection on each of the sessions including goal setting, skill development and any questions, comments or concerns you or the instructor may have.

8. Video Presentations

Students will video a minimum of two counseling sessions with two different assigned students from the school site. Referring to concepts from the Egan textbook, the presenter will be given feedback in writing and verbally from their peers and the instructor. One video is to be used for the case presentation and will include a 10-minute transcription and self-assessment.

9. Collective Case Report

Students will create a collective case report that captures the work of the practicum experience with individual students. Students will use data from their case notes to communicate progress, provide insight, and help plan future interventions for specific students (of course, only appropriate data will be shared that does not include breaking confidentiality).

**Please NOTE:**  
**Course COUN 588P is pass/fail. In order to get a passing grade, the coursework must be equivalent to a 'B' or better.**

Date	Topic	Due Date
January 31, 2019	Introduction, Syllabus Review, Tour, Class Observations, Organization of Student Access	
February 7, 2019	Begin Meeting with Students / Handing out Permission Slips; Case Notes Review; How to Begin Counseling Sessions	
February 14, 2019	Observation Report #1: Observation Report #2: Observation Report #3:	
February 21, 2019	Observation #4: Observation #5:	
February 28, 2019	Ice Breaker #1: Ice Breaker #2:	
March 7, 2019	Ice Breaker #3: Ice Breaker #4:	
March 14, 2019	Ice Breaker #5:	

March 21, 2019	Video #1: Video #2:	
March 28, 2019	OFC SPRING BREAK	
April 4, 2019	Video #3: Video #4:	
April 11, 2019	Video #5:	
April 18, 2019	Case Presentation #1: Case Presentation #2:	
April 25, 2019	Case Presentation #3: Case Presentation #4:	
May 2, 2019	Case Presentation #5:	
May 9, 2019		