

Adler Graduate School

Richfield, Minnesota

AGS Course 577

School Counseling Practicum

1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course number 577
- 1.3 School Counseling Practicum
- 1.4 Three credits
- 1.5 Prerequisites: 511, 513, 525, 532 (if possible), & 570 (or concurrently)

2. Course Description

The School Counseling Practicum provides an opportunity for students to observe and begin performing a variety of counseling and related activities that are typical of a professional school counselor.

Students complete 200 hours of practicum (50 hours each) in a combination of elementary, middle/ junior high, high school, and alternative education settings.

Class discussions include a review of the observations and experiences in the educational settings and a discussion of current issues in the school counseling field.

3. Texts, Materials, Resources

3.1 Required texts:

Adler Graduate School. (2009). *School counseling licensure: Program Manual*. Richfield, MN: Author.

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

Dreikurs, R., Grunwold, B. Bronia, & Pepper, F. C. (1998). *Maintaining Sanity in the Classroom* (2nd ed). New York: Harper and Row.

4. Competencies and Learning Outcomes

Students completing this course will:

- 4.1 Understand ethical and legal considerations specifically related to the practice of school counseling [SC- A2]
- 4.2 Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school; [SC- A3]

- 4.3 Understand current models of school counseling programs (e.g., ASCA National Model) and their integral relationship to the total educational program; [SC- A5]
- 4.4 Understand the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-related events. [SC- A7]
- 4.5 Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling [SC- B1]
- 4.6 Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program; [SC- B2]
- 4.7 Understand group dynamics – including counseling, psychoeducational, task, and peer helping groups – and the facilitation of teams to enable students, educators, and schools, and knows the skills needed for crisis intervention [SC- A5]
- 4.8 Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. [SC- D1]
- 4.9 Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. [SC- E3]
- 4.10 Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. [SC- F1]
- 4.11 Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. [SC- F2]
- 4.12 Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students. [SC- G1]
- 4.13 Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. [SC- H1]
- 4.14 Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation). [SC- I3]
- 4.15 Understands the outcome research data and best practices identified in the school counseling research literature. [SC- I5]
- 4.16 Applies relevant research findings to inform the practice of school counseling. [SC- J1]
- 4.17 Understands the relationship of the school counseling program to the academic mission of the school. [SC- K1]
- 4.18 Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material. [SC- K3]
- 4.19 Knows school and community collaboration models for crisis/disaster preparedness and response. [SC- M7]
- 4.20 Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them. [SC- M6]

- 4.21 Knows how to design, implement, manage, and evaluate a comprehensive school counseling program. [SC- O3]
- 4.22 Understands the important role of the school counselor as a system change agent. [SC- O4]
- 4.23 Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings. [SC- O5]

5. Course Outline

This course is an educational and supervisory class with a special emphasis on processing a student's 200 hour experience at a local school. Students will study topics related to current education and school counseling trends and research. Students will learn from and give feedback to peers via 2 Student Case Reviews and 2 Program Case Reviews.

5.1 Class Format

- Check-in Circle
- Individual check in process related to school site work
- Deliver/practice consultation model and 7 coinciding steps
- Formal case reviews (4)
- Informal case consultation

6. Special Project Time (SPT)

Does not apply to this field experience class

7. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6th edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).

For this course, case reviews do not need to follow current APA guidelines but must be written with an eye to the professionalism required of a Licensed School Counselor.

8. Assessment/Evaluation Procedures

- 8.1 Present a formal case review for each level (total of four case reviews)
 - (2) Student Case Reviews
 - (2) Program Case Reviews

**The type of case study may be done at the level of the student's choosing. The exception is for students who are waiving a level based on previous experience who must do a program case review for those levels.
- 8.2 Facilitate (1) Group Check in Circle
- 8.3 Turn in a one page classroom guidance lesson to share with peers.
- 8.4 Attend 30 hours of on campus supervision with an AGS faculty member and SC peers.
- 8.5 Complete all required documentation for experiences prior to, during, and after work at a practicum site.
- 8.6 Grading:

Pass/Retake- Student passes class when all assignments are completed successfully.

If the student receives an unsatisfactory evaluation from a site supervisor, the student MAY receive a grade of "R" and the practicum, or portion thereof, must be repeated.

The assignment of the final grade is the responsibility of the AGS supervisor.

9. Attendance Policy

Students must attend ten- 3 hour sessions in order to complete the course.

10. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

12. Internet/On-Line Activity

On-line components of Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.

- Faculty members monitor discussion and intervene when requested or as deemed necessary.
- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.
- During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

13. Nondiscrimination Clause

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. Learning Accommodations (including students with disabilities)

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student's expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. Instructor Contact Information

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Appendix A:
Student Case Review (2 required)

Identify a student that is experiencing struggles in school. Areas include, but are not limited to, at-risk, chronic discipline, chemical use, post-secondary confusion, grief and loss, divorce, etc. Use no identifying information (first or last name, initials, school name, city, etc). Instead, speak in terms of generic descriptive statements (gender, age, urban, suburban, rural, etc.)

Describe the student's situation and identify several areas of strength and several areas of concern. Address all areas of development, i.e., Academic, career, personal/social. Is the student demonstrating typical development for the age group?

Review the student's home and community influences and their effect on the student's current performance. Describe the influence of cultural factors on this student's situation.

Write a plan for the steps a school counselor might take to positively influence this student.

Include comments for each of the following: individual planning, guidance curriculum, responsive services and system support.

Research support resources that are available in the community for this student, their family, and the teaching staff working with this student. Collect brochures, visit websites, make phone calls, or visit in person to learn more about these agencies.

Using Dreikurs' *Maintaining Sanity in the Classroom*, 1) use Adlerian principles to explain the student's behavior and 2) discuss the approach an Adlerian school counselor would take to help this student be more successful in school. In this section, make sure you cite specific Adlerian techniques, not general counseling techniques, and generously reference *Maintaining Sanity in the Classroom*.

Appendix B:

Program Case Review (2 required)

Using the ASCA National Model as your guide (and citing it generously!):

- 1) Describe the current role of the school counselor at your practicum site. List the activities of the counselor and whether they are appropriate or inappropriate roles for a 21st century professional school counselor.
- 2) What components of a comprehensive guidance program are in place?
 - a. School Guidance Curriculum
 - b. Individual Student Planning
 - c. Responsive Services
 - d. System Support
- 3) List two examples of how this program employs the ASCA National Standards (not ASCA National Model) for School Counseling Programs?
- 4) To what degree does this program enhance the success of all students?
- 5) To what degree does this program enhance the success of special populations?
- 6) What evaluation tools/ techniques does this school use to determine the effectiveness of the school counselor program?
- 7) What other ways might you use to evaluate the effectiveness of this particular program?
 - a. How might you use evaluation tools related to ASCA National Model?
 - b. What concrete data would you use?
 - c. How would you access this data?
- 8) Other thoughts?

Appendix C:
Checklist of Required Paperwork

<u>Task</u>	<u>Timeline</u>	<u>SC Manual Reference</u>	<u>Completed</u>
<u>Pre-Practicum Documentation</u> Return completed "Practicum Site Selection" form	Prior to first day at each practicum site	Pg. 61	
<u>200 hour Practicum requirement</u>			
Complete minimum of 50 hours in each of four areas: Elementary School, Middle School, High school, and Area Learning Center			
Maintain a "Practicum- Internship <u>Weekly Log Sheet</u> " of all activities	For your personal records	Pg. 63	
Turn in "Practicum-Internship <u>Term Log Sheet</u> " to the AGS supervisor	At the end of each term	Pg. 65	
Facilitate completion of "Practicum- Supervisor Evaluation of Student" for each level	At the completion of each site	Pg. 62	
<u>Group Supervision at AGS</u>			
Present a formal case review for each level (total of four case reviews) - 2 student case reviews (syllabus p. 6) - 2 program case reviews (syllabus p. 7)		Syllabus pages 6 and 7	
Group facilitation of check-in circle	Once per practicum		
Present informal cases	As needed		
<u>Post-Practicum Documentation</u>			
Complete "Student Evaluation of Site"	At the completion of each site.		